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ABSTRACT

Developed by an instructional materials center, this teaching guide was prepared for use in high school homemaking courses I-IV. Teaching suggestions are included for Homemaking I which emphasize developing an appreciation of self through understanding of one's basic needs, while the focus for Homemaking II is concerned with self in groups and self in the future, including a study of successful dating techniques. Homemaking III is directed toward developing a personal philosophy of life and home, whereas Homemaking IV deals with self in the community as a married or single person. Also included is an outline for a one or two semester course on home and family living which covers these areas plus other aspects of family living and family management. The guide is arranged in outline format and identifies concepts, subconcepts, behavioral objectives, job opportunities, and learning and evaluation experiences. A bibliography of various resource materials is provided. (JS)

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Homemaking Education
Division of Public School Occupational Programs
Department of Occupational Education and Technology
Texas Education Agency
Austin, Texas

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FAMILY LIVING

ED 064513

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FAMILY LIVING

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DESCRIPTION OF
HOME ECONOMICS INSTRUCTIONAL MATERIALS CENTER

The Home Economics Instructional Materials Center was established September 1, 1967, as a continuing project. It is a cooperative project between Homemaking Education in the Texas Education Agency, and the College of Home Economics, Home Economics Education Department, Texas Tech University at Lubbock, Texas. The instructional materials which are being developed at the Center are intended to assist teachers and coordinators in promoting and teaching home economics gainful employment programs or homemaking education.

To provide a background of information for the establishment of the Home Economics Instructional Materials Center, a Planning Grant Project was approved by the Texas Education Agency for February 1 through August 31, 1967. The major purposes of the Planning Grant Project were (1) to assemble and catalog an occupational reference library, (2) to develop procedural steps for preparation of instructional materials, and (3) to illustrate the first sequence of these steps, that is, to develop job analyses and to list competencies needed for employability of students.

The present major objectives of the Home Economics Instructional Materials Center are (1) to develop instructional materials designed for use by students enrolled in cooperative part-time training programs and in pre-employment laboratory training programs in preparation for employment in occupations requiring home economics knowledge and skills, (2) to develop materials in homemaking education, and (3) to develop at a later time materials designed for use in home and community service programs.

Acknowledgement is given to:

Mrs. Elizabeth F. Smith, Director, Homemaking Education, Texas Education Agency, who conceived the original plan for establishing the Center and continues to determine ways in which the Center can meet the needs of Homemaking Education in Texas.

Dr. Camille G. Bell, Chairman, Department of Home Economics Education, who continues to serve in an advisory capacity.

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Mrs. Joyce Burlison, Palestine, Texas, and Mrs. Jane Carter, Plainview, Texas, home economics teachers, who spent a month at the Center helping with the writing of the family living instructional materials.

Mrs. Helen Westlake, Wheaton, Illinois, an experienced high school teacher and author of Relationships, A Study in Human Behavior, who served as subject-matter specialist in family living.

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PREFACE

Because our entire society is built around the family as its most basic unit, each individual must learn to function effectively as a family member. However, current periodicals emphasize our concern with family breakdown through divorce and marital problems which affect the family, such as alcoholism, drug addiction, mental illness, and personality problems. For these reasons learning to relate to others more intelligently makes the study of family living extremely relevant in today's curriculum. Thus family living is a subject of basic importance in the study of homemaking.

In our society, the family provides a setting for socialization; economic security; material necessities; and transmission of values, protection, and affection. The adolescent is engaged in a struggle to find his own identity and to establish independence from his family. Helping students to understand themselves and others, to live happily as family members, and to develop an increasing sense of community responsibility are major objectives of this subject area guide.

Homemaking I is concerned with developing an appreciation of self through understanding of one's basic needs; personality development; popularity; and values, standards and goals. Appreciation of others is developed through a study of family, friends, dates, community, and techniques for getting along with others.

Homemaking II deals with appreciation of self, self in groups, and self in the future. Appreciation of self is developed through an understanding of character development and maturity. Study of family and friends and additional techniques for relating to others contributes to a realistic concept of self in groups. The Homemaking II student begins to look at himself in the future through study of techniques for developing successful dating relationships.

Homemaking III is focused on more advanced aspects of appreciation of self through study of the self theory and developing a personal philosophy of life. Self in groups is studied through the functions, life cycle, interaction, values, standards and goals of the family and a view of the individual's roles in the community. The student looks further into the future to preparation for successful relationships in marriage and preparation for successful relationships as an individual.

Homemaking IV emphasizes self in the future and self in the community. Additional aspects of love realtionships and preparation for successful relationships in marriage are included with a unit on preparation for successful relationships as a single person. The individual in the community is involved in marriage, parenthood, coping with family stresses and crises, and interacting within the social structure. The interrelationship of culture and the family, and the impact of change on the family are also included in the study of self in the community.

The Home and Family Living Course, a one or two semester course, covers the four big areas of appreciation of self, self in groups, self in the future, and self in the community. This course should also include the following topics: family as managers and consumers, children in the family food for the family, clothing the family, and housing the family.

In an effort to place greater emphasis on career and job opportunities in all phases of homemaking, a unit is included in each sequence course and in the semester course relating family living to career and job opportunities.

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FAMILY LIVING GUIDE

Family Living is one of six subject area guides being developed for use in high school homemaking programs in Texas. Additional guides are being prepared in the areas of Home Management and Consumer Education, Child Development, Housing, Food and Nutrition, and Clothing and Textiles.

Contents of the Guide

Each subject area guide is closely correlated with the Conceptual Framework for Homemaking Education in Texas. The Framework was used as a basis for developing behavioral objectives, generalizations, and learning and evaluation experiences for each subject area guide.

Each guide has colored dividers to indicate Homemaking I, II, III, IV and the Semester Course as follows:

Homemaking I - yellow
Homemaking II - orange
Homemaking III - green
Homemaking IV - pink
Semester Course - blue

Each large concept within a level begins on a new page. An overall objective for that concept is stated in behavioral terms to indicate what the student should be able to do when he has completed the unit.

Subconcepts related to the large concept are underlined. Generalizations help give meaning to the subconcepts by summarizing or relating ideas presented.

Behavioral objectives show outcomes which should result from successful completion of the learning and evaluation experiences. The letter in parentheses at the end of the objective indicates the level in the cognitive domain at which the objective is stated as follows: (K) Knowledge, (C) Comprehension, (Ap) Application, (An) Analysis, (S) Synthesis, and (E) Evaluation. When objectives at more than one level might be written for a learning experience, only the higher level objective is given.

Learning and evaluation experiences are provided to suggest ways each concept might be taught using a variety of teaching methods and techniques. Many of the suggested experiences may be used to evaluate the student's progress toward the objectives of the unit.

Numerous coordinating experiences were developed to illustrate ways of coordinating each concept with home practice, home experiences, FHA, and community activities. These experiences are designed to coordinate the total homemaking education program by giving students additional learning experiences and opportunities to use what they have learned in various situations.

How to Use the Guide

The subject area guides are designed to aid the teacher in understanding the concerns of high school students and the concepts that would be appropriate at each grade level. They are not designed for use in any particular community. The teacher will need to use her own initiative, imagination, and creativity in working cooperatively with students, parents, school, and community to develop an effective homemaking education program. The subject area guides are intended to guide, not dictate, the content of high school homemaking courses.

The teacher is not expected to use all the suggested experiences given in this guide with one class. She may adapt, supplement, and expand the suggestions in view of the specific needs, interests, abilities, backgrounds, and levels of maturity of her students. The variety of experiences included should enable the teacher to select and assign those teaching-learning experiences that will help her students reach the objectives important to them.

Schools which do not offer Homemaking IV should consider combining Homemaking III and IV to form a meaningful Homemaking III course by incorporation concepts from both courses to meet students' needs effectively.

The subject area guide should be a valuable aid in local program planning and curriculum planning.

Program Planning

Effective program planning for homemaking education in the local community involves: (1) understanding the community, (2) understanding human growth and development, and (3) cooperative planning.

Understanding the Community. Planning and carrying out an effective homemaking education program requires that the teacher understand the community in which students and their families live. A study of social, economic, and cultural conditions in the community should contribute to this understanding. Such a study involves determining the representative types of home and family backgrounds and appraising community attitudes, prejudices, values, industries, practices, resources, and power structure. Because patterns of home and community life largely determine the needs and interests of individuals, knowledge of the community can bring into focus the problems of everyday living and can serve as a basis for curriculum planning.

Understanding Human Growth and Development. The development of the individual from birth throughout life is characterized by the occurrence of certain tasks at each stage of development. Understanding these tasks and the characteristics of youth related to them is an important part of program planning in homemaking education.

Knowledge of the developmental tasks has several implications for the teacher. The tasks indicate the types of problems for which students must seek solutions. The teacher must realize that individuals of the same chronological age are not necessarily in the same stage of development. Because tasks arise at or about a given time in the student's life, however, she should be able to anticipate the teachable moment and to provide learning experiences which will meet the needs, interests, and abilities of students.

Cooperative Planning. Planning the homemaking education program cooperatively with students, parents, teachers, administrators, and others in the community has been shown to result in more effective learning and a better curriculum than would be possible in a program designed by the teacher alone. Students, parents, and community members may be involved in planning through questionnaires, planning groups, and advisory committees. Professionally trained persons, including the school principal, other homemaking teachers, teachers in other subject areas, guidance personnel, and local and area supervisors also provide essential contributions to program planning. When preliminary plans have been developed, the teacher will want to discuss program planning with her students to provide greater insight into their special needs and interests.

Curriculum Planning

Concepts and Generalizations. Curriculum planning for the local homemaking education program involves using knowledge of the community, understanding of human growth and development, and results of cooperative planning to identify concepts and generalizations which provide opportunities for relevant and lasting learning. A concept may be defined as "an abstraction representing the world of objects and events as a means of organizing them into categories."[1] Meaning is given to concepts by generalizing from experiences which occur over a period of time. A generalization is a complete thought which "expresses an underlying truth has an element of universality, and usually indicates relationships."[2] Generalizations help give meaning to concepts and should be applicable in a number of situations. A number of generalizations are needed to develop a single concept. To help students formulate generalizations the teacher should provide learning experiences which require students to describe, define, analyze, identify, classify, relate, explain, justify, interpret, and predict.

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[1]Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development. Washington, D.C.: American Home Economics Assocation, 1967.

[2]Ibid.

Behavioral Objectives. Concepts and generalizations are used to plan appropriate behavioral objectives and learning experiences which students must have in order to develop realiable and expanded concepts. A behavioral objective is measureable behavior that is expected to result from successful completion of designated learning experiences. In order to educate the total student, objectives should be provided at all levels of the cognitive, affective, and psychomotor domains of the taxonomy of educational objectives.

Learning Experiences. Learning experiences should be selected to enable students to achieve each behavioral objective. Learning experiences in homemaking education may be provided through classroom, home, community, and Future Homemakers of America. Students' interests are more easily sustained if a variety of experiences are provided for learning by seeing, hearing, feeling, and doing.

Evaluation. Evaluation determines the extent to which a group or class has achieved behavioral objectives and indicates the effectiveness of the teacher and the curriculum. Effective evaluation is a continuous process which involves determining behavioral objectives, collecting evidence on behavior changes, interpreting the evidence collected, and using the evidence to improve the curriculum, teaching, and guidance. Methods of evaluation include paper-and-pencil tests, oral tests, performance tests, check sheets and inventories, score cards, rating scales, behavior records, and observations.

REFERENCES TO BE USED IN PLANNING

Arny, Clara Brown. Evaluation in Home Economics. New York, New York: Appleton-Century-Crofts, Inc., 1953.

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National Goals and Guidelines for Research in Home Economics. Washington, D.C.: Association of Administrators of Home Economics, 1970.

Sanders, Norris M. Classroom Questions, What Kinds? New York, New York: Harper and Row, 1966.

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Vocational Homemaking Education Program Standards. Austin, Texas: Texas Education Agency, 1971.

TAXONOMY OF EDUCATIONAL OBJECTIVES

Levels of Learning

Recent trends in homemaking education call for objectives which indicate exactly what changes in behavior should be expected from students. Such objectives may be developed and arranged in order of complexity according to the Taxonomy of Educational Objectives, a system for classifying behavioral objectives.

The Taxonomy of Educational Objectives is divided into three categories, called domains. These are the cognitive domain (thinking), the affective domain (feeling), and the psychomotor domain (doing). Each domain is then divided into a hierarchy of levels from least complex to most complex. Students must reach objectives which are least complex in a domain before they are able to master more complex objectives. To reach objectives at each level students must have mastered learning at all the levels below.

The cognitive domain deals with knowledge and information and is divided into six levels of learning:[1] knowledge, comprehension, application, analysis, synthesis, and evaluation. Each of these is explained more fully on page 9. The hierarchal aspect of the cognitive domain is illustrated in the following example: Students must know and understand basic facts about nutrition before they can apply them in planning nutritious family meals.

The affective domain which deals with attitudes and appreciation is divided into five levels of learning:[2] receiving, responding, valuing, organization and characterization. These levels are explained on page 10. The hierarchy in this domain may be illustrated as follows: A student must be receptive and responsive to maintaining good health before he values having good health, relates health to personal appearance, or allows his desire for good health to direct his behavior to the point that he chooses nutritious meals and snacks and tries to get plenty of rest.

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[1]Bloom, Benjamin S. Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: David McKay Company, Inc., 1956.

[2]Krothwohl, David R.; Bloom, Benjamin S.; and Bertram, B. Masia. Taxonomy of Educational Objectives Handbook II: Affective Domain. New York: David McKay Company, Inc., 1964.

Levels of learning included in the psychomotor domain, the manipulative skill areas, are still being developed. One author[3] has identified possible levels in the psychomotor domain as: perception, set, guided response, mechanism, and complex overt response. Explanations of these suggested levels are found on page 11. The hierarchy in the psychomotor domain may be illustrated as follows: The teacher may demonstrate threading a sewing machine while students perceive what she does. Next the student prepares himself physically, mentally and emotionally to respond. The student then imitates the teacher or follows directions. Practice is required until he can thread the machine with little conscious effort. Finally, the student develops such a high degree of skill that he threads the machine automatically and with confidence.

Objectives in all three categories (cognitive, affective and psychomotor) should be included when planning units in homemaking education. Cognitive and affective domains can easily be included in all areas of homemaking. The psychomotor domain is applicable primarily in teaching skills, particularly in the areas of foods and nutrition and clothing and textiles. Behavioral objectives aid in planning learning experiences as well as in planning evaluation items to measure the degree to which students have achieved these objectives.

The inclusion of objectives at the higher levels of learning as well as at lower levels is another important consideration in curriculum planning. Unfortunately, the memory aspects of learning often dominate the curriculum. Research has shown that a large portion of memorized material is forgotten rapidly and that students are often unable to apply memorized material when needed. For example, a student may know many facts about nutrition without being able to make nutritious food choices for himself in the school cafeteria. As a result of spending excessive time at the memory level, many teachers tend to offer students little opportunity to develop their capacities at higher levels. To improve the intellectual climate of her classroom, the teacher must consciously include objectives at the higher levels of learning in each domain and provide the necessary learning experiences to enable the students to reach the objectives.

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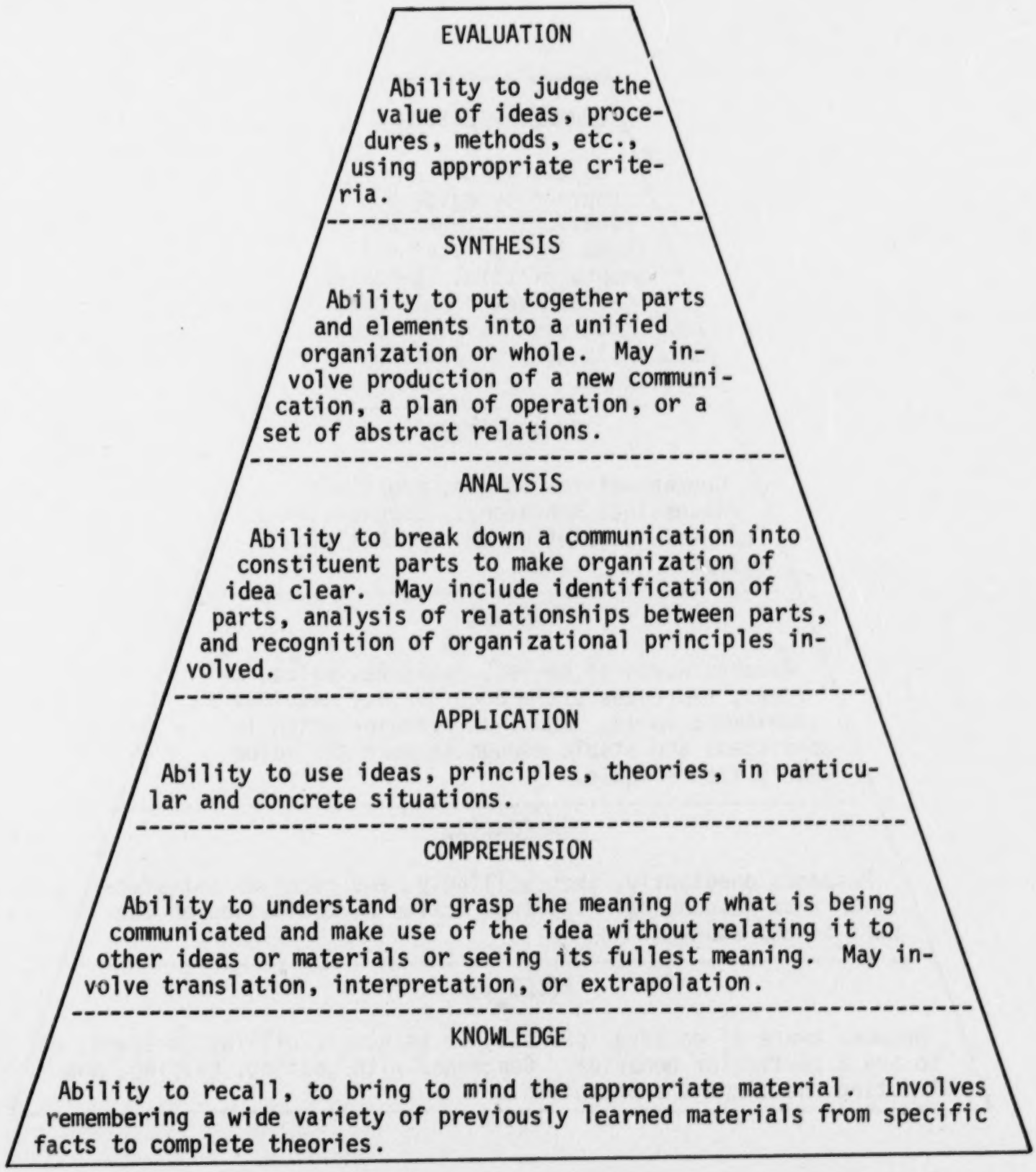
[3]Simpson, Elizabeth J. "Classification of Educational Objectives, Psychomotor Domain," Illinois Teacher. Vol. X, No. 4, Winter, 1966-67.

LEVELS OF LEARNING

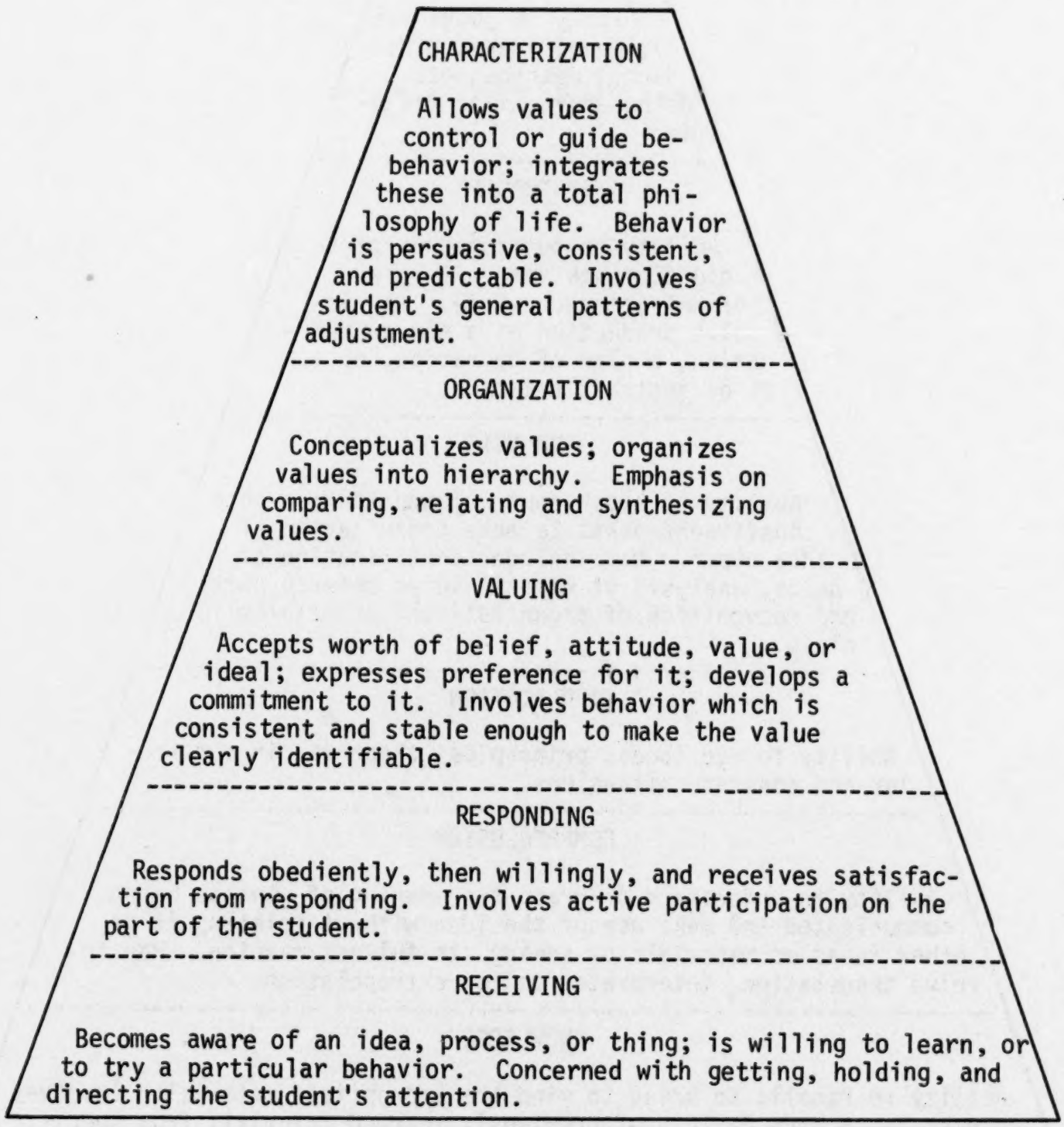
Cognitive Domain[1]



[1]Adapted from Bloom, Benjamin S., ed. Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: David McKay Company, Inc., 1956.

LEVELS OF LEARNING

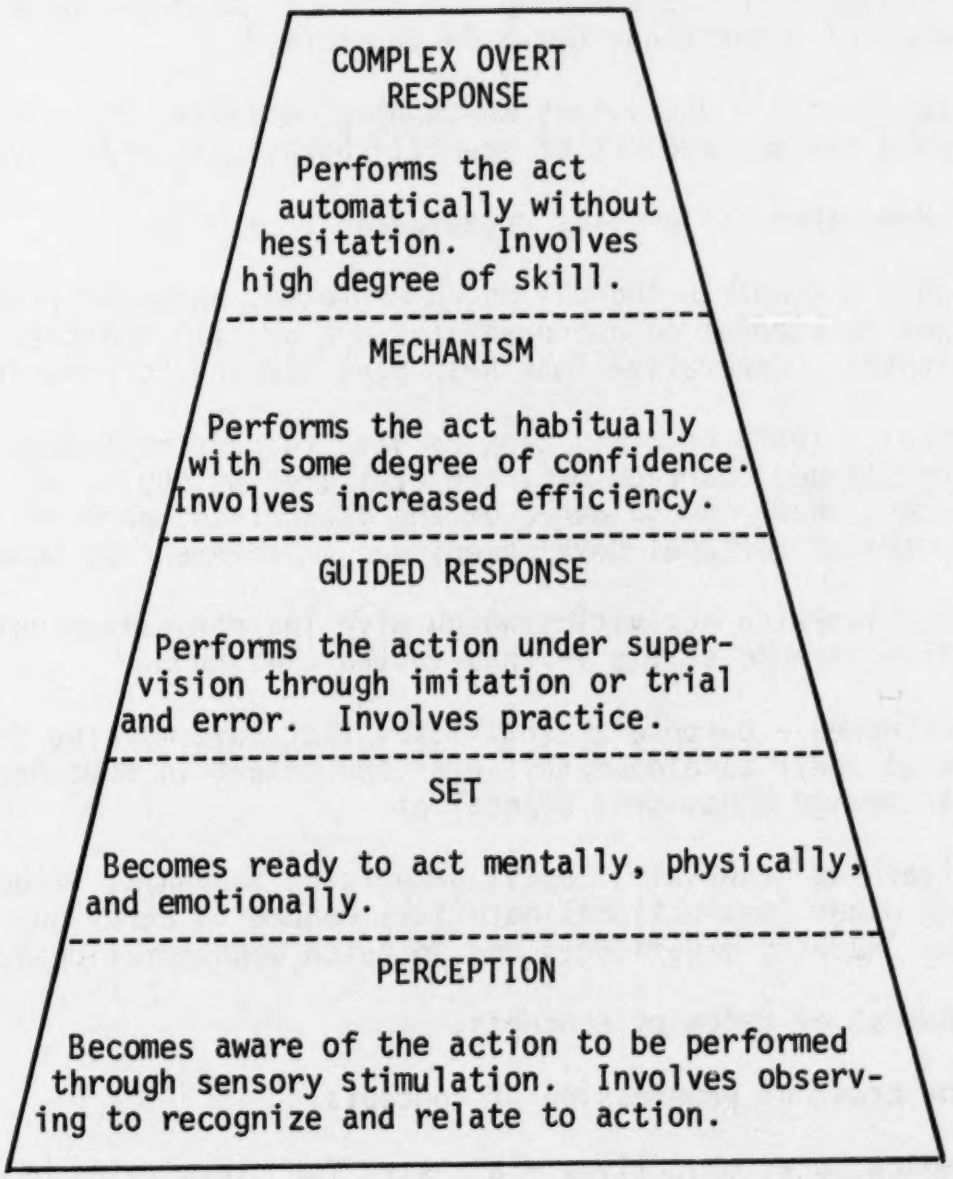
Affective Domain[1]



[1]Adapted from Krathwohl, David R.; Bloom, Benjamin S.; and Masia, Bertram B., Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay Company, Inc., 1964.

LEVELS OF LEARNING

Psychomotor Domain[1]



[1]Adapted from Simpson, Elizabeth Jane. "The Classification of Educational Objectives, Psychomotor Domain," Illinois' Teacher of Home Economics, Vol. X, No. 4, Winter, 1966-67. pp. 110-144.

DEFINITIONS OF TERMS

Behavioral objective - the expected measurable behavior that should result from successful completion of designated learning experiences.

Community activity - learning activities related to classroom experiences which are carried out in the community for the purposes of personal development, community service, and improvement of community life.

Concept - an abstraction representing the world of objects and events and a means of organizing them into categories.

Evaluation experiences - activities which help determine the progress made toward the achievement of specific behavioral objectives.

FHA - Future Homemakers of America organization.

Generalization - a complete thought which expresses an underlying truth, has an element of universality, and usually indicates relationships. Generalizations help give meaning to concepts.

Home experiences - learning activities related to classroom experiences which are planned, carried out, and evaluated by pupils in their homes, under the guidance of the teacher and parents, for the purposes of personal development and improvement of home life.

Home practice - learning activities which give learners opportunities to practice at home skills learned in the classroom.

Learning experiences - purposeful activities that have meaning for students at their developmental level and result in some degree of growth toward behavioral objectives.

Resources - teaching materials, books, pamphlets, journals, visual aids, and other instructional materials needed to carry out the suggested learning experiences and to reach behavioral objectives.

Scope - the extent or range of concepts.

Sequence - the order of progression of concepts.

Taxonomy of educational objectives - a system for classifying behavioral objectives into hierarchies or levels of learning in three domains (cognitive, affective, and psychomotor).

CONCEPT: Appreciation of Self

OVERALL OBJECTIVE: *Analyze the factors that influence human development (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Basic Needs		
Certain physical and psychological needs are common to everyone.	Identify basic physical and psychological needs of individuals (K)	List in columns on the board the basic physical needs of humans such as: food, clothing, shelter, and air. Also list the basic psychological needs of humans such as: affection, new experiences, success and companionship. Collect advertisements from magazines. Indicate how they appeal to the basic psychological and physical needs. List needs appealed to by advertisers.
Everyone, at times, experiences conflicts in basic needs.	Give examples showing the interaction and conflict between physical and psychological needs (C)	Discuss the relationships of physical and psychological needs in various case situations such as, a young man who is miserable wearing a coat and tie to a dance on a warm evening. Give other examples showing the interaction and conflict between physical and psychological needs.
Basic needs may be arranged in a hierarchical order; lower levels must be met before one can reach a higher level.	Explain Maslow's hierarchy of needs (C)	Listen to a report on Maslow's hierarchy of needs: physiological needs, safety needs, love needs, esteem needs, and self-actualization.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Give examples of how parents may fulfill the above needs. What happens if some of these needs are not met? How can children help fulfill parents' needs? Develop a visual aid illustrating the levels in Maslow's hierarchy of needs. Share with class. Discuss situations in which persons never progress through all five levels of the hierarchy. For example: a miser, who uses money for security and to keep himself safe from want, may never progress beyond level two.
Personality Development		
Individual personalities are unique due to the influence of inherent potential and environmental experience which are different for each person.	Recognize the meaning of personality (K)	Define personality. Discuss the following statements about personality: "All people have a personality. There is no positive or negative personality type. An unacceptable personality is one that makes the individual unhappy, keeps him from functioning in his society or causes problems for others."
	Identify factors which influence personality development (K)	Work in groups to list personality traits that you admire in another person. Why do you think you admire them? Are they like your traits? complementary to your

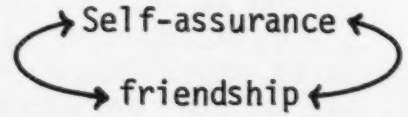
Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		traits? the traits of your favorite people? Report to class and compile a class list. Share your list with the school newspaper.
One's personality may be improved through conscious effort.	Give examples of ways to improve personality traits (C)	Coordinating Experience: List traits you feel express your personality. Which ones do you like best? least? Make suggestions for improving the traits you like least about yourself. Write a paragraph on personality traits you admire.
	Explain the relationship between heredity and environment (C)	Discuss the following questions: What is environment? What is heredity? How do they relate to each other? Give examples. Point out ways heredity and environment may influence the individual's personality development. Coordinating Experience: Write a paper discussing the following questions: How did your heredity influence your personality? Consider appearance, sex, intelligence, physique, skin, eyes, and hair characteristics, etc. How did environment influence your personality? Consider type of family constellation, the occupations of family members, the talents

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		of family members, the habits and hobbies of family members, your neighborhood, the people in your church, school, and community, etc.
Personality is one reflection of one's maturity.	Relate maturity to personality development (Ap)	View a hexagon with each side labeled with one of the following aspects of maturity: mental, social, physical, chronological, emotional, psychological or philosophical. Discuss ways each of the six aspects of maturity is reflected in an individual's personality. Could some sides be less developed than others? Why? What would cause these differences? Could they be altered? How? Is it possible for the hexagon to become lopsided from lack of development in one of the areas? How is this imbalance reflected in personality development? What corrections must be made to develop a more balanced personality? What is a balanced personality? Is this ideal too difficult to achieve? Discuss: Do teenagers try to change their personalities in order to be what others expect them to be? Why? Why not? When would change be positive? When would such change be negative?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Popularity		
Popularity indicates being approved of by or pleasing to others.	Define popularity (K)	Brainstorm to formulate a definition of popularity. Compare class definition to definitions from various references.
	Identify characteristics of a popular person (K)	List characteristics of a popular person in your school or community. Would this person always be popular in another school or social group? Why or why not?
	Give examples of characteristics of a popular person (C)	Poll students in your school to answer the following questions: What influences your opinion of others? popularity? social status? talents? hobbies and interests? economic position? character?
		Discuss whether or not the needs of the group determine who becomes the popular person in the group. For example, the church youth group needs a song leader. A new boy in the community has experience in song leading. May this improve his popularity? Would he have to have a good personality to be popular? Give other examples.
"Pecking order" refers to the position one holds in a group in relation to every other member of the group.	Explain "pecking order" (C)	Study references on Duvall's concept of "pecking order." Discuss your observations about its function in your own life.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
A number of factors influence the cost of popularity to a given individual.	Explain how an individual becomes popular (C)	Discuss questions such as the following: Do clothes and possessions determine who is popular? Why or why not? What causes a person to become less popular? Do some people improve their character by making decisions which decrease their popularity? How? Read books and stories such as, Profiles in Courage by J.F. Kennedy, to find examples of this.
Values, Goals, and Standards		
Values, goals, and standards give direction and purpose to one's life.	Define values, goals, and standards (K)	Obtain definitions of values, goals, and standards from the dictionary and other sources. Place definitions of each in columns on the board. Why are we interested in studying these three terms?
	Give examples of values, goals, and standards (C)	Give an example in the "Value" column, of something which the majority of the class values such as, increased education. In the "Goals" column, write a goal which will reflect that value. For example, pass the English test on Friday. Identify how different people have different standards for each value and goal. Suggest examples in the "Standards" column such as, pass test with a C grade, pass test with an A grade, or pass test with a D grade.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Discuss the following statement: "What we value, we must first choose, then cherish, then act on." Coordinating Experience: State five values that you would choose for your life. Keep track of your activities for a week. What did you do in each instance to indicate that you actually did cherish and act upon the values you chose.
Values, goals, and standards are influenced by various factors.	Predict factors which influence values, goals, and standards (Ap)	Work in buzz groups to list factors (such as: parents, peers, abilities, attitudes, needs, and personality characteristics) which influence values, goals, and standards. Report to class. Listen to records, read stories, or recall movies dramatizing values, goals, and standards. Identify the values, goals, and standards expressed.
	Determine personal values, goals, and standards (An)	Write a paper on "Who Am I?" Include the following things about yourself: "How do I spend my time?" "How do I spend my money?" "Things I always get done are the things I value such as,..."

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain the role of self-assurance in developing friendships (C)	Observe and discuss the following diagram related to self-assurance:  Discuss these questions concerning the diagram. How is one's self-assurance a contributing factor to making friends? What action can a person take to increase his self-assurance? Is it possible to lose one's self-assurance? Give examples. How can friendships increase one's self-assurance? How can you strengthen a friend's self assurance? List friendship problems on chalkboard and discuss causes and solutions.
Recognition of one's responsibility to other persons is a sign of maturity.	Extend personal responsibility in interpersonal relationships (C)	Write a paper beginning "I could be of help to the following persons if..." Explain ways you may be friendly to a person who is shy, agressive, over- or under-weight, physically handicapped, mentally handicapped, a slow or rapid maturer, from a different cultural background, or a new student.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Identify values, goals, and standards you feel are representative of you in each situation. List them in order of priority. Ask a friend to make a list of values she thinks you possess. Compare this list to your personal list. Evaluate your original list of values, goals, and standards.
Understanding one's values, goals, and standards contributes to appreciation of self.	Relate values, goals, and standards to appreciation of self (Ap)	Discuss the following questions: What are some day-to-day actions which may result from holding certain values and goals? How may values and goals influence one's future? What will be the result if one holds values that are the same as those of his friends? How will understanding other people's values help one in his personal relationships? How do values determine goals and standards? How do goals determine values? How do standards determine the value that one places on any one particular goal?

CONCEPT: Appreciation of Others

OVERALL OBJECTIVE: *Develop guidelines for effective human relationships (S)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Family		
The ability to establish satisfying human relationships contributes to successful family living.	Identify characteristics of a family (K)	Write personal definitions of the family, its role, function, and constellation. Share with class. Compare definitions to textbook definitions. Compile class definitions for the family, its role, function, and constellation. What is a family?
	Recognize responsibilities of parents and children to one another (K)	Work in groups to list the responsibilities that parents have toward their children. List responsibilities that children have toward their parents. Where do they overlap? Why does this happen? What specific needs do these overlapping responsibilities indicate? Coordinating Experience: Write a paper to complete the following sentences: "What I like about my family is_____" and "Things I would change about myself as a family member are my _____."
	Summarize factors which influence effective family relationships (C)	Compile a class list of the "Ten Commandments for Good Family Relationships." Share with school newspaper or use to develop a bulletin board.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Coordinating Experience: For FHA or community activity, write a skit or play illustrating the "Ten Commandments for Good Family Relationships" compiled by class.
Conflicts are a normal part of living in a family.	Predict solutions to parent-child conflicts (Ap)	Write anonymous descriptions of parent-child conflicts. As teacher reads the descriptions, play "Dear Abby" and suggest solutions for each description of conflict. Share your answers with class. Discuss. Role play to illustrate and solve some of the above problems. Draw conclusions about what teen-agers can do to help resolve family conflict.
	Outline problems in sibling relations (K)	List problems that one may have with younger brothers and sisters; with older brothers and sisters.
	Give examples of solutions to sibling conflicts (C)	Study references to identify factors which cause brother and sister conflicts. Report to class the suggestions that authorities make for solving such conflicts.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze personal role in sibling relationships (An)	Respond to following questions for self-evaluation: Have you realized that when a younger brother or sister takes something of yours he (she) may want it because he admires you? Have you discussed with your parents the role that you play in the discipline of younger brothers and sisters? (Remember, discipline is to educate!) Are you guilty of treating your older brothers or sisters the way you resent being treated by younger ones? Are you aware of how you are an example for younger brothers and sisters? Can you recall times that a younger brother or sister has imitated you? Were you proud of what they copied?
	Plan for improvement of sibling relationships (S)	Coordinating Experience: List some of your most frequent problems in relating to brothers and sisters. Make plans for solving these problems. Report results.
Clarification of family roles promotes successful relationships as a family member.	Explain traditional and contemporary family roles (C)	Define "role" as related to the family. Identify the traditional roles of family members. Compare these to contemporary, changing roles of husband, wife, and children in the family. Use a tape recorder to record opinions on roles of various family members. Record persons of all ages to see how opinions compare.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Acceptance of personal and family responsibilities contributes to effective family relationships.	State personal role in family responsibilities (K)	React to the statement: "Your privileges are in direct relationship to the responsibilities you take." List the responsibilities you have which are connected with the family. List the privileges which your family allows you.
	Relate assumption of responsibilities in the family to gaining personal privileges (Ap)	Identify privileges you have this year that you did not have last year. Why? How do you think these privileges will increase as you assume more responsibilities?
	Explain personal responsibility in handling money (C)	Discuss the following questions: How have you contributed to your family's finances? by assuming responsibilities? by taking care of supplies and property? by bringing in money through work? By using your talents to create clothing, food, maintain furniture, etc.? In what ways have you shown responsibility in handling money? What effect did it have on you and/or your family? Has your family's confidence in your ability to handle money increased? How? Why? What did you do to increase their confidence in you? Give examples of an irresponsible way to handle money. What problems may be incurred with family members because of misuse of money?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate the ability to formulate spending and savings plan (Ap)	Coordinating Experience: Make a spending plan for one week. Keep a record of your expenditures for one week. How does your actual spending compare to your plans for spending? Relate spending habits to your personal values and to basic needs.
Methods of sharing family income vary from family to family and with age and maturity of children.	Analyze methods of sharing family income with children (An)	Poll families with children of various ages to learn methods of sharing family income with children such as: allowance method, pay for household duties, "dole," or earning money outside the home. Discuss the advantages and disadvantages of each method. Does the teen-ager's source of income influence personal spending habits? How is age related to method used? Discuss whether or not a child should have a plan for spending and saving his money. Give suggestions from personal experience or research for formulating such a plan.
Utilization of personal, family, and community recreational facilities may contribute to family harmony.	Identify types of family recreation (K)	List recreational activities that your family enjoys together.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Conduct a survey among peers to determine what types of family recreation, if any, their families enjoy together. Compile results and compare with your list of recreational activities.
Recreational needs vary throughout the family life cycle.	Identify recreational needs throughout the family life cycle (K)	Interview families at different stages of the family life cycle to learn the types of recreation they enjoy.
	Explain personal contribution to family recreation (C)	Brainstorm to list ways a teen-ager may contribute to improved family recreation. Is family recreation important? Why or why not? List ways family recreation contributes to family solidarity.
	Demonstrate ways to involve families in recreational activities (Ap)	Coordinating Experience: Plan and carry out recreational activities involving your entire family for a week or longer.
	Analyze the influence of family values, goals, and standards on family recreation (An)	Discuss the effect values, goals, and standards have on the type of recreation and amount of money spent for family recreation. Debate: "Spending money for a big vacation vs. several small outings." Relate decisions to values, goals, and standards.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Friends		
Understanding interpersonal behavior improves one's abilities to relate effectively to others.	Name qualities of a good friend (K)	Complete the following statements: "A good friend is someone who _____." "To be a friend I should _____." Compile a class list of "The Ten Most Wanted Qualities of a Friend." Construct a bulletin board, illustrating "The Ten Most Wanted Qualities of a Friend" listed by the class. Coordinating Experience: For community activity, plan a program for younger students on "How to Be a Good Friend."
	Explain the importance of friends in one's life (C)	Discuss quotations such as the following: "Life has no blessing like a friend." (Euripides) "False friendship like the ivy, decays and ruins the walls it embraces; but true friendship gives new life and animation to the object it supports." (Burton)
	Predict traits that hinder friendships (Ap)	Make a poster listing and/or illustrating traits that hinder friendships. Discuss the slogan: "To have a friend, be a friend." Make suggestions for ways to improve one's ability to be a friend.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Predict the influence of friends on personal behavior (Ap)	Discuss ways friendships affect one's behavior. Relate the six aspects of maturity (physical, philosophical, chronological, mental, emotional, social) to one's choice of friends. What price may one have to pay for popularity or for maintaining a friendship? Why?
	Analyze the importance of maintaining effective friendships (An)	Coordinating Experience: Analyze a broken friendship you have experienced. Why was the friendship broken? What did you learn from this experience that is or will be beneficial in other friendships? How do friends meet your needs? Could these needs be temporary, thus affecting the friendship?
Entertainment may be used as a means for developing more meaningful relationships with others.	Identify ways one can entertain friends at home (K)	Discuss various types of parties or other means that teen-agers may use to entertain friends at home. Coordinating Experience: For FHA, plan a party or other form of entertainment.
	List community recreational facilities available to youth (K)	Explore community recreational resources for young people. Compile a list of those available in your community or nearby.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Discuss reasons young people take advantage of some resources and not of others.
	Estimate ways recreational facilities could be improved (C)	Compile a list of suggested improvements for recreational facilities. Consider various ways these facilities could be provided.
Getting Along with Others		
The ability to communicate effectively contributes to satisfying interpersonal relationships.	Illustrate verbal and non-verbal communication (C)	Give examples of verbal and non-verbal communications. Why is communication important in developing interpersonal relationships?
	Estimate the role of communication in interpersonal relationships (C)	Recall a misunderstanding that you have had with a friend. Was the misunderstanding due to lack of communication? What were the consequences? How could similar misunderstandings be prevented in the future?
		Recall a time when you failed to listen to what was being said. What were the results of not listening? Identify reasons why you did not listen.
	Demonstrate skills in effective communications (Ap)	Read an article in a newspaper or magazine explaining skills in effective communication. Give a one minute summary to the class. Have class members repeat what you have

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		said. Evaluate their summary and compare to your idea of what you thought you said. Give directions in one minute on how to get to your home. Have class evaluate the clarity of your directions. Describe verbally to some one who has "never" seen a coat before, how to put on a coat. Stand with your back to the group. Let classmates ask questions and evaluate.
The ability to empathize contributes to effective human relationships.	Define empathy (K) Explain empathetic actions (C) Discover the role of empathy as an interpersonal technique for improving human relationships (Ap)	Discuss the meaning of empathy. How does your definition relate to the expression, "To walk in someone's shoes"? Listen to case studies of teen-age problems. Which of the characters do you identify with? Why? Role play situations which may involve empathy. Discuss ways having empathy will improve one's relationships with family, friends, and acquaintances. Play a simulation game on empathy to gain an insight into oneself.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Understanding rights and privileges of persons involved contributes to effective interpersonal relationships.	Explain the rights and privileges of others pertaining to interpersonal relationship (C)	Discuss the saying: "My rights end at the end of my fist and the beginning of the other person's nose." Give examples of recent school events in which you felt there was an infringement on the rights of an individual or group. How could the situation have been prevented? Coordinating Experience: Give personal examples of times you have infringed on the rights of others. What were the results? How did these experiences give you a better understanding of interpersonal relationships? Review government documents which outline rights and privileges of citizens such as, Bill of Rights and Constitutional Amendments. Where do we obtain the foundation for our rights and privileges in America?
Dates		
Various types of dating contribute to the development of social and emotional maturity.	Identify types of dating (K)	List the types of dating situations. Identify characteristics of each of the following: group dating, double dating, blind dating, casual dating, steady dating

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		for convenience, and steady dating as engagement (promised). At what age and stage in life is each type of dating most advantageous? Why?
	Explain functions of dating (C)	Brainstorm to identify the functions of dating such as: development of personal attractiveness, social competence, poise, understanding of opposite sex, new friendships, coping with differences, developing a sense of humor, application and testing of ethical standards, and criteria for mate selection. How are these functions accomplished through the above types of dating situations?
	Summarize dating patterns of teen-agers (C)	Identify and discuss the predominant dating patterns in your community. Compare to above types of dating.
Age for dating depends on maturity, community, and parental attitudes.	Relate maturity to age of dating (Ap)	Discuss ways maturity is related to dating age. What and who determines the age for dating? Are you a good judge of your maturity for dating? If yes, why? If no, why?
		Brainstorm to identify ways dating privileges such as: extended dating hours, permission to date older boys, permission to begin dating, and number of dates per week, may be obtained from

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		parents. Relate gaining these privileges to assuming responsibilities. What determines readiness for dating? How do goals and values influence dating behavior?
Social confidence is facilitated by satisfaction with one's appearance.	Explain the role of personal appearance in in dating (C)	Work in groups to identify ways one's appearance is related to gaining friendship of both sexes. Identify different responses to personal appearance. Discuss responses of boys and girls to various types of attire. Interview boys to compile a list of qualities they prefer in a date.
Knowledge of acceptable behavior in social situations creates a feeling of ease and confidence.	Summarize guidelines for dating etiquette (C)	Define manners. Discuss the following statement: "Manners are making another person comfortable in your presence." Take a true-false pre-test to determine knowledge of dating manners. Develop a list of guidelines on dating manners for boys and girls.
	Demonstrate social skills in dating situations (Ap)	Participate in minute dramas to gain social competence in accepting a date, getting in and out of car, eating out, etc.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Behavioral codes reflect current attitudes in the youth culture.	Identify behavioral codes in youth culture (K)	Define a behavioral code. How does it relate to the society and to the individual?
	Explain influences on behavioral codes in youth culture (C)	Read articles to explain influences on behavioral codes in youth cultures. What has influenced the behavioral expectations for dating in our society? Write a paper on factors which have influenced your personal behavior code in dating? Consider peers, parents, siblings, mores, songs, magazines, books, etc. Compare with classmates. Discuss questions such as: Why is a positive self-concept or value structure important during the dating years? How does one's self-concept determine the amount of responsibility he is given by parents, peers, teachers, friends, employers?
Differences between males and females affect their dating behavior.	Estimate the influence of physical and psychological differences between the sexes on dating behavior (C)	List the physical and psychological differences between teen-age boys and girls. How may knowledge of these factors influence involvement, personal feeling, and attitudes in the dating situation? View filmstrip on physical maturation.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Dating behavior influences chances of success in future dating and marriage.	Estimate role of present dating behavior in future dating and marriage (C)	Discuss ways present dating behavior affects future dating and marriage. View filmstrip on behavioral codes. Draw conclusions. Are you mature enough to accept the consequences of your behavior? Give oral report on a book pertaining to dating and moral standards for today's youth. Discuss possible consequences from loss of emotional control.
	Solve given dating problems (Ap)	Read case studies or news columns of young people who have dating problems. Identify the problems and discuss possible solutions. Write anonymous questions for a resource panel to answer pertaining to dating and personal development. Listen to a panel of boys, girls, parents, and clergy discuss dating manners, dating expectations, moral standards, personal appearance, and solutions to dating problems.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Understanding the difference between infatuation and mature love may lead to greater satisfaction in dating relationships.	Recognize love and infatuation (K)	Define infatuation. Define mature love. List distinguishing characteristics of love and infatuation. Listen to current song lyrics. How many describe love? how many infatuation?
Mature love implies an increased capacity to care about the well-being of another person and a realistic acceptance of that person.	Explain stages in love relationships (C)	Study references to identify the stages of love development. In what stages are the characteristics of infatuation and mature love?
Community		
Understanding the family's roles in community living contributes to responsible citizenship.	Identify family roles in community living (K)	View a bulletin board showing the family in the center and various community agencies surrounding the family. Use a double arrow to show interrelationships between the family and the components of the community (school, church, library, clubs, hospitals, fire department, law enforcement).
	Summarize family roles in community living (C)	Listen to a panel of resource persons discuss limitations of the home in providing complete educational opportunities for children. Draw conclusions about family roles in the community.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Relate individual citizenship responsibilities to the well-being of the community (Ap)	Coordinating Experience: For FHA, invite a speaker to discuss basic responsibilities for caring and sharing in a democratic society. Discuss individual citizenship responsibilities. Sponsor activities such as, "Anti-Pollution Day" in the community or encourage a community clean-up campaign. Discuss questions such as the following: Why do some people develop negative attitudes toward their community? How can citizens develop pride in their community? How and why do community laws set limitations on individual behavior? What responsibilities do we have to abide by the law? What responsibility do we have toward other community members?
Respect for various occupations in the community results from positive family attitudes and training.	Identify occupations needed in a community (K)	List the different types of occupations necessary within a community. Discuss: "Why is it necessary to have a variety of occupations?"
	Give examples of changing occupational priorities (C)	Debate: "The mayor is more important than the garbage collector." Why? When? What determines the importance of an occupation in the eyes of the community? Is this concept of importance

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		changing? How are all occupations interrelated? What happens when there is an imbalance of trained persons in a given area? How can attitudes contribute to such an imbalance?
	Summarize the role of the family in developing respect for various occupations (C)	Write a paragraph on the role of the family in teaching respect for various occupations such as: garbage collector, plumber, mortician, policeman, and teacher.
Understanding various cultures develops acceptance and respect of others.	Outline the components of a culture (K)	Define culture. Determine the components of a culture. List the different types of cultures present in the community. Identify the elements of a culture which interest you most.
	Give examples of universal teen-age problems (C)	Identify the problems of teen-agers from various cultural backgrounds. How are their problems similar? different? Complete the following statement: "To gain a greater respect and understanding of persons from various cultures we must _____."

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Understanding of the American way of life may aid persons from other cultures in gaining acceptance in the community.	Identify ways various cultures have adopted American traditions (K)	Listen to a panel of adults, representing the various cultures present in your community, discuss how they have adopted American traditions in their family life style. Conclude with a question and answer period.
The legal regulations affecting the family reflect society's attitudes, mores, and expectations.	Identify laws which affect the individual and the family (K)	Study resources to identify laws such as: marriage, child custody, divorce, property, juvenile, traffic, and safety laws, which affect individuals and families.
	Explain the purpose of laws affecting individuals and families (C)	Discuss questions such as the following: What are the purposes of laws on divorce? on parents and minors? on adolescents and their parents? on child abuse? on parental custody? on adults contributing to the delinquency of a minor? What would be the effect on the community if any of these laws were abolished?

CONCEPT: Relating Family Living to Career and Job Opportunities

OVERALL OBJECTIVE: *Determine personal qualities contributing to employability (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Entry Level Job Opportunities for Teen-agers		
Knowledge of employment opportunities may help formulate one's goals in the world of work.	Identify employment opportunities for teen-agers (K)	View a visual aid depicting a variety of entry level job opportunities for teen-agers which are related to family living. Consider such jobs as baby-siter, hospital aide, playground supervisor, camp counselor, receptionist, campanion, and recreational leader.
	Explain employment opportunities for teen-agers (C)	Work in groups to explain each entry level job opportunity for teen-agers. Identify the average pay, responsibilities, and benefits of each job. Locate possible businesses or organizations in your community that may need such employees. Prepare a bulletin board titled "Job Tips" including information concerning job descriptions, applications, addresses, and special qualifications. Materials can be obtained from school counselors, churches, service clubs, Chamber of Commerce, other students, Texas Employment Commission, etc.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Qualities Contributing to Employability		
Studies in the area of family living may help individuals develop qualities that contribute to successful employment.	List desirable personality traits (K)	Review resources on personality traits. List personality traits which would be desirable and those which would be undesirable for a worker to possess.
	Explain the importance of a pleasing personality (C)	Discuss the following questions: What is a pleasing personality? How may a pleasing personality contribute to an individual's employability?
	Show the effect of personality on job success (Ap)	Role play workers with desirable and undesirable personality traits to illustrate the effect one's personality has on job success.
Self-understanding may contribute to one's employability.	Describe self-understanding (K)	Brainstorm for definitions of self-understanding. Compile a class definition. Compare the definitions of authorities.
	Explain the importance of self-understanding to employment (C)	Discuss the following questions: Why would an employer want an employee to understand himself? How does understanding yourself help you to get along with others? Why is it important to get along with others in your work?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Getting along with others is important in many occupations, particularly those related to family living.	Identify occupations in which getting along with others is important (K)	Describe any occupation in which getting along with others is important. Make a class list.
	Explain how interest in people affects employ-ability (C)	Summarize how an interest in people would benefit an employee in the occupations listed. Why is this character trait particularly important to employees in family living related occupations?
Maturity is essential for job success.	Analyze effect of social maturity on employability (An)	Read a case study of a socially mature and a socially immature person. Discuss the following questions: How did the socially immature person get along with others? the socially mature person? What effect did maturity have upon the ability of the people in the case study to get and keep jobs? How would maturity affect a teen-ager's ability to get and keep a job?
One's attitudes often affect job success.	List ways one's attitude affects his job success (K)	Read several sources to determine the effect of one's attitude on job success. Write five major ideas based on the readings that would help a person improve his work attitude.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain the effect of attitude on job success (C)	Role play situations in which an employee demonstrates a poor attitude such as, being continually late, failing to call in when absent, or talking against the firm. Decide how the employer would handle each situation.
	Show ways positive attitudes contribute to job success (Ap)	Work in groups to predict ways a positive attitude may contribute to job success. How may you develop a positive attitude toward your job? on future jobs? How may a positive attitude help you to derive more satisfaction from your job?
Critical self-analysis may contribute to a realistic understanding of one's potential in the world of work.	Identify occupational potential (An)	Complete a self inventory to help you identify your interest, abilities, personal qualities, and skills as objectively as possible. Ask friends, parents, employer, co-workers, counselors, and teachers to evaluate your inventory to aid you in obtaining a realistic composite of your potential.
	Analyze personal characteristics (An)	Coordinating Experience: Read about jobs that are of interest to you. Compare with your self inventory. List entry level jobs which you feel may be suitable for you. Do you have the personal characteristics needed? How could you develop the needed characteristics?

HOMEMAKING II

HOMEMAKING II

CONCEPT: Appreciation of Self

OVERALL OBJECTIVE: *Analyze oneself in terms of personal development (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Character Development		
Character, a part of one's personality, refers to one's habitual patterns of behavior related to his values and the demands of society.	Recognize what is meant by character (K)	Define character. Discuss the statement, "Character is what you are--not what you appear to be." List character traits.
	Identify the influences on character development (C)	Discuss questions such as the following: What influences one's character development? friends? peers? parents? religious training? experiences? teachers? clergy? How has each influenced your development?
	Relate character to behavior (Ap)	Role play situations in which one's character is tested. How does character influence one's behavior? What is the relationship between character and values?
Character develops in stages similar to other forms of development.	Point out ways stages of character development influence behavior (An)	Divide into groups to research information on the stages of development presented by each of the following authorities: Freud, Erick Erikson, and Havighurst and Peck. Select a reporter to present findings to class. Compare and discuss the various theories.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Read "My Most Unforgetable Character" in Reader's Digest. Point out desirable or undesirable character traits. Participate in a play on teen-age values. How does character affect values? What is responsibility? To whom are you responsible? At what stage of character development is each player? What were their values? How did character influence their values?
Maturity		
A mature person copes with his environment, has a realistic picture of himself and the world, and can control his emotions.	Cite definitions of maturity (K)	Define maturity in your own words. Consult dictionary for definition of maturity. How does this definition compare to yours?
There is more than one type of maturity.	Recognize different types maturity (K)	Identify the types of maturity such as: chronological, physical, intellectual, emotional, social, and philosophical. List characteristics of maturity for each of the types of maturity. Can an individual be mature in one way and not in another?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Individuals mature at different rates.	Explain individual rates of maturity (C)	Give examples of ways that each individual matures at his own rate within each type of maturity. List both mature and immature acts or attitudes you have noticed in others or in yourself recently. Describe a person whom you consider mature. List characteristics which you feel exemplify his maturity. Do you know any ways in which he is still immature? How?
	Analyze personal maturity (An)	Research information which helps to establish criteria for judging personal maturity. Compile a maturity check sheet using the research information. Fill out the check sheet and compare with classmates. Determine personal maturity. View biographical films which show character development. Write a paper showing that you are maturing on a continuum. Begin your paper with the following statement: "I have grown from _____ to _____."
One is neither mature nor immature at all times; the degree of maturity may vary in different situations.	Explain the function of defense mechanisms (C)	View cartoons which exemplify various defense mechanisms. Define and explain the function of these mechanisms.

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Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Illustrate reasons for the use of defense mechansims (C)	Give personal examples or observations which illustrate each type of defense mechanisms. Discuss ways in which we all need and use defense mechanisms daily to maintain our mental health and well-being. Construct a bulletin board of cartoons which illustrate the defense mechanisms. Read case situations and identify the defense mechanisms in evidence.
A given response may be mature or immature depending on the situation.	Distinguish between mature and immature responses to situations (An)	Role play situations which show the use of defense mechanisms. Identify whether the use of each defense mechanism represented a mature or immature response. Contribute to a class collection of news clippings, articles, or columns, which show mature and immature responses to various situations. Make a list of personal assets and limitations as related to responses listed above.
	Make plans for increasing personal maturity (Ap)	Coordinating Experience: Write a paragraph on plans for increasing personal maturity.

CONCEPT: Self in Groups

OVERALL OBJECTIVE: *Demonstrate competence in group situations (Ap)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Family		
Perception of family roles influences development of self within the family.	Give examples of contemporary and traditional family roles (C)	View bulletin board illustrating roles in the family such as, the father's role, mother's role, overlapping roles, brother's role, sister's role. Review the meaning of roles. Make tapes on roles of various family members. Compare the present roles of family members to traditional roles. How do these roles fulfill the needs of individual family members? Develop a bulletin board illustrating the roles of the homemaker or the teen-ager in the family.
	Summarize personal family role (C)	Coordinating Experience: List your ideas of your personal role within your family. Ask family members to study the list and express agreements or disagreements about your role in the family. Make a list reflecting your family's view of your role in the family.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate contemporary and traditional family roles (Ap)	Role play situations illustrating contemporary and traditional family roles.
Conflict in role perception affects family cohesiveness.	Analyze the influence of role conflict on family stability (An)	Discuss questions such as the following: How do role conflicts contribute to family stability? instability? family patterns? family culture? family inheritance? Coordinating Experience: Do outside reading on how relationships are affected by (1) number of children (2) position of child (3) sex of children in the family. Report to class.
The family must be able to understand and assimilate change.	Identify ways families change (K)	Brainstorm to identify ways that families change for example: size, place in life cycle, death, divorce, accident, parental illness, child illness, marriage of child, grandparent living with family. How do families adjust to these changes?
Friends		
Self-assurance is developed through successful experiences in interpersonal relationships.	Identify factors affecting self-assurance (K)	List factors which contribute to self-assurance such as: communications, personal appearance, friendship, good manners, dating experiences, responsibilities, behavior, characteristics, habits, recreational pursuits, abilities, peers, and attitudes.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Discuss responsibilities people have to one another. Relate this responsibility to malicious gossip, teasing, shunning, fun-making, etc.
Numerous factors contribute to an individual's popularity.	Identify factors contributing to popularity (K)	Read stories or watch movies or television programs about popular persons. List factors which contribute to their popularity. What are advantages and disadvantages of being popular? Is a popular person always a mature and responsible person? Explain. Participate in a play which depicts belonging to a group vs. being excluded. Discuss the feelings and attitudes of each character.
Techniques for Relating to Others		
Effective communication facilitates better human relationships.	Describe effects of groups on self-perception (C)	List different groups in which you participate. Beside each group on the list explain your feelings when you are in that group such as, inferior, leader, worker, follower, etc. What factors contribute to your feelings about yourself within each group?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain the influences of groups on one's behavior (C)	Discuss ways groups influence the individual's behavior. Discuss why the same individual may behave differently in different groups. Are you consistent in the way you treat your friends? What are the reasons for your consistency or inconsistency in behavior?
	Define perception (C)	Brainstorm to determine what is meant by perception.
	Estimate factors which influence perception (C)	View abstract drawings or pictures. Write your interpretation of the pictures. Share and compare interpretations with classmates. What influenced your interpretation? association? past experiences? Compare your responses to the definition of perception.
	Demonstrate ways individuals' perceptions differ (Ap)	Prepare skits to show how it is possible for two or more people to perceive the same situation in entirely different ways. Summarize ways perception influences one's relationships with others.

CONCEPT: Self in the Future

OVERALL OBJECTIVE: *Develop guidelines for building successful dating relationships (S)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Love Relationships		
Love develops in stages similar to other forms of development; when stages are skipped, the process is incomplete.	Define love (K)	Collect famous quotes defining love. Construct bulletin board using these definitions.
	Describe the stages of love (C)	Construct a bulletin board of pictures and words from magazines illustrating personal concepts of love. Review the stages of love. Study the pictures on the bulletin board to determine the stage of love represented by each.
	Associate development of love relationships with success of marriage (An)	Discuss the following cliches: "True love is not blind." "There is no such thing as love at first sight." "How do you know you're in love?" View filmstrips on love, infatuation, and/or marriage. Draw conclusions relating to development of love relationships. How is love related to sex appeal? to respect? to responsibility? to trust?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Understanding factors influencing dating behavior contributes to acceptance of personal responsibility.	Distinguish differences between males and females (C)	View film or filmstrip on physical and/or psychological characteristics of men and women. How do they differ? How are they similar?
	Analyze the relationship of maturity and dating decisions (An)	View filmstrip on differences in masculine and feminine roles in dating. Summarize the differences between male and female roles in today's society. Discuss questions such as: Why is it helpful to understand the physical and psychological differences of men and women? What influence do your values have on dating standards? How do your dating decisions affect your family? Are you willing to live with the consequences of your decisions?
	Explain influence of behavioral codes and dating mores on dating behavior (C)	Give oral report on a book relating to teen-age behavioral codes.
	Explain the importance of moral development (C)	Write a paper titled "Reasons for developing a strong moral foundation before one begins to date."
	Identify pressures of contemporary youth (K)	Listen to a panel of young adults or college students identify the meaning of the "double standard." Evaluate its effect upon the actions and expectations of men and women.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Discuss pressures on today's youth. Do you feel that there are unusual pressures on youth today? If so, how does it affect their dating standards? Do you feel that most young people have higher moral standards than they are given credit for? Support your answers. Listen to a panel of teen-age boys and girls present their ideas and attitudes toward dating.
	Explain consequences of loss of emotional control (C)	View film on consequences of loss of emotional control in dating situations. Discuss.
Building Successful Dating Relationships		
Understanding the types, functions, and etiquette of dating contributes to successful dating relationships.	Summarize types, functions and etiquette of dating (C)	Review types and functions of dating. Define etiquette. Review dating etiquette.
Understanding influences on dating contributes to building successful dating relationships.	Describe influence of parental attitudes on dating behavior (C)	Listen to panel of parents (two fathers, two mothers, unrelated if possible) discuss attitudes about teen-age dating. Participate in an open question and answer session. What are some factors which influence parents' attitudes toward dating?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		List ways your parents, peers, values, philosophy of life, siblings, etc., have influenced your values and standards for dating.
	Explain the role of physical attractiveness in establishing successful dating relationships (C)	Compile a list of physical and psychological characteristics which you admire in a person you date. Conduct a survey among boys and girls to determine what physical and psychological characteristics they admire in persons they date. Compile results of survey and compare to your own list.
	Analyze yourself in relation to dating (An)	Coordinating Experience: Write a paper discussing your reasons for dating, your dating possibilities, your goals, your standards, your values, and yourself as a dating partner.
	Develop a personal improvement plan (S)	Develop a plan for personal improvement.
Understanding oneself contributes to building successful dating relationships.	Identify principles of attraction (K)	Research and give an oral presentation on the principles of attraction as related to dating. Do opposites attract? Why? Why not? Why do persons who have things in common enjoy one another's company?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Give examples of activities which help determine a couple's compatibility (C)	List interests a couple could share which might contribute to compatibility such as, religion, education, activities, goals, family background. Why might these things in common contribute to compatibility? List activities which would be unlikely to contribute to the development of a relationship.

CONCEPT: Relating Family Living to Career and Job Opportunities

OVERALL OBJECTIVE: *Point out skills and competencies needed for careers and job opportunities in the areas of family living (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Semiprofessional or Skilled Job Opportunities		
Knowledge of semiprofessional or skilled job opportunities in family living may aid one in career planning.	Identify semiprofessional or skilled job opportunities related to family living (K)	View a bulletin board illustrating semiprofessional or skilled job opportunities related to family living. Include such job opportunities as nuresmaid, nursery school assistant, toy salesman, research assistant, teacher's aide, child care aide, and home health aide.
	Explain preparation needed for employment in semiprofessional and skilled occupations related to family living (C)	Make a list of questions class members have about semiprofessional and skilled family living occupations. Include the following: training needed, job requirements, assets and limitations of each job, etc. Tape an interview with resource persons who are employed in semiprofessional or skilled occupations related to family living. Discuss the questions developed in class. Summarize the main points. What were the similarities in training among the jobs listed?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Skills and Competencies Needed		
Understanding skills and competencies needed for employment contributes to realistic career choices.	Identify skills and competencies required for careers in family living (K)	Explore references to develop an explanation of the skills and competencies needed for a career in a family living occupation. Include such skills and competencies as, the ability to relate effectively to others, ability to accept responsibility, and ethical behavior on the job, etc.
	Estimate the need for various skills and competencies for employment (C)	Give examples of ways the ability to relate effectively to others, ability to accept responsibility, and ethical behavior are important in any occupation.
	Explain skills and competencies needed for employment in occupations related to family living (C)	View slides showing skills and competencies needed by persons employed in jobs and careers related to family living. In small groups, discuss the particular talents, skills, and competencies necessary for the different jobs shown in the slides.
Ability to relate effectively to others is important in many occupations.	Explain the importance of the ability to relate to others (C)	Discuss the role of ability to relate effectively to others in each of the family living occupations. Why is this important in any occupation?
Ethical behavior on the job contributes to job success.	Show the effects of unethical behavior (Ap)	Work in groups to present a skit showing unethical behavior in each family living occupation and the results of such behavior.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Is ethical behavior important in other occupations? Why? How important is ethical behavior in the occupation you presently hold? Explain.
To succeed in the world of work an employee must be willing to accept responsibility.	Analyze the importance of accepting responsibilities (An)	Work in groups to make a chart of the employees responsibilities in each of the family living occupations listed. What are the effects of not meeting these responsibilities? Share with class.
Good human relationships are important for job success.	Identify the importance of good human relationships as an employee (K)	Read several resources to identify the importance of good human relationships on the job.
Understanding what an employer expects of an employee contributes to job success.	Explain the effect of human relationships on job success (C)	Listen to an employer or public relations representative discuss: ways a new employee can make a good first impression; common human relations errors a new worker often makes; ways to establish business relationships, characteristics that enhance job relationships with co-wokers, ways to communicate among employees within a firm, and ways an employee is evaluated or rated in terms of job success. Discuss the following questions: How can employees promote better communication within a firm? Do these same principles

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		apply to the supervisor and employer as well as the employees? Why or why not? What are the most common mistakes made by employers and employees in trying to develop working relationships? How important is an effective program of public relations to most firms? How important are good public relations to most employees?
	Show ways to make a good impression on the job (Ap)	Coordinating Experience: Prepare guides for making a good impression on the job by interviewing several employees and employers. Demonstrate to class.
		Coordinating Experience: For FHA, invite a panel of employers to discuss: "What I Look for In An Employee."

CONCEPT: Appreciation of Self

OVERALL OBJECTIVE: *Determine ways appreciation of self contributes to successful human relationships (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Self Theory		
One's self-concept influences his understanding and acceptance of others.	Identify the three components of the self theory (K)	View three mirrors showing faces representing the three components of self: personal self, social self, and ideal self. Define each of the three selves.
	Explain the role of self-concept in human relationships (C)	Discuss questions such as the following: What influences a person's concept of his personal self? What influences other persons' concepts of an individual? What factors contribute to the integration of the three components of self? How does a positive view of self affect one's behavior? How does a negative view of self affect one's behavior? How does a positive or negative view of oneself affect how other persons behave toward one? What type of self-concept causes a person to have concern for others instead of himself?
	Discover components of the self theory (Ap)	Read a short story. Select one character and act out your interpretation of his three selves. Are they compatible?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze one's self-concept (An)	Coordinating Experience: View yourself in a mirror. Write down physical and personality characteristics which describe your view of yourself. Write down how you think others view you. Is it possible that you are not giving yourself credit for all your assets? Ask a trusted friend or adult to relate how he or she views your personal assets and limitations. Compare your personal self with your social self. Make plans for improvement. Brainstorm to identify influences on self over which we have control. Identify influences on self over which we have no control. How may we effectively cope with those influences which we cannot change?
Developing a Personal Philosophy of Life One's personal philosophy of life continues to develop throughout life and affects the way one relates to others.	Define personal philosophy of life (K)	Write your personal response to a current social issue in a short paragraph. Share with classmates. Define philosophy. Define personal philosophy of life. Read stories or articles about famous philosophers or the philosophies of famous persons to identify the components of a philosophy.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		View a filmstrip on the development of philosophies. Discuss.
	Predict reactions to situations reflecting personal philosophy of life (C)	Explain how you think you would respond to a situation such as: the decision to render aid to victims of a traffic accident; a sport defeat; a person winning a fortune; a person losing a loved one; a person losing a limb; or a person losing face. Share your responses with classmates. How has your philosophy of life influenced your response?
Understanding personal philosophy of life contributes to personal development.	Explain how personal philosophy of life is developed (C)	Discuss questions such as the following: How do people develop a philosophy of life? How does your philosophy change with time? Why? How do your values, standards, and goals help develop your philosophy of life? Develop a bulletin board illustrating famous or well-known philosophies. Do they still apply today?
	Demonstrate personal philosophy of life (Ap)	Coordinating Experience: List personal values and rank in order of importance. List long range and immediate goals.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Identify influences on personal philosophy (An)	Compare your goals and values. Are they compatible? Think of people who have influenced you. In what ways have they influenced you? Write a paper that expresses your philosophy of life.

CONCEPT: Self in Groups

OVERALL OBJECTIVE: *Predict one's role in family and community groups (Ap)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Family		
The family, as the basic social unit, assumes similar functions in all societies.	List functions of the family (K)	Present an oral report on the functions of families such as: physical care of children, psychological well-being of adults, socialization of children, education of family members, and economic security.
	Give examples of universal family functions (C)	Discuss the statement: "Family functions are applicable to families around the world." Why or why not? What happens if a family fails to perform one or more of these functions?
The structure and functions of the family unit change with the transition from one stage in the life cycle to the next.	Identify characteristics of each stage in the family life cycle (K)	Listen to a panel representing a variety of ages and stages in the family life cycle discuss the joys and adjustments within the different stages of the family life cycle.
	Illustrate the stages in the family life cycle (C)	Divide into groups to construct posters illustrating the stages of the family life cycle. Present an oral explanation of each poster to class. Use posters to interpret the family life cycle to the student body.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Understanding interaction contributes to effective family relationships.	Define interaction (K)	Define interaction. Use Duvall's formula to determine the number of interactions possible between a given number of people. $X = \frac{y^2-y}{2}$ x = number of interpersonal relationships y = number of persons.
	Illustrate the meaning of interaction through role play (C)	Role play situations which illustrate interaction between groups of various size. (Begin with two people and increase the number of interactions by adding students to the role play.)
	Predict the effect of various factors on family interaction (Ap)	Discuss questions such as: How would the amount of living space affect the type and amount of interactions within a family? What additional factors may influence family interaction such as, time spent together, health, and responsibilities? Ask a colloquy of parents and teen-agers to discuss "Changes I Would Like to See in Teen-agers" and "Changes I Would Like to See in Adults."
The values, standards, and goals of family members influence the quality of family life.	Explain the influence of values on families (C)	Conduct a survey to determine how different families are influenced by their values. The following are suggestions for developing the survey:

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		1) If our family was given $500 we would... a) Save it only for emergencies. b) Take a vacation. c) Pay debts. d) Buy home furnishings. 2) On Sunday mornings our family... a) Goes on an outing. b) Goes to church. c) Works around the house. d) Sleeps late. e) Does not encounter each other all day. Compile results of survey in order to show that values vary from family to family.
	Explain the relationships between values, standards, and goals (C)	Discuss whether it is possible for persons who have the same values to have different standards? Give examples. Is this ever true within a family? Is it possible for families to achieve goals without discussing them? Why or why not?
	Summarize the effect of family values, standards, and goals on children (C)	Coordinating Experience: Write a paper telling how your family has influenced the values, standards, and goals which you feel you will have for your future family.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Community		
Understanding the responsibilities of neighbors and friends contributes to effective human relationships.	Identify responsibilities of neighbors (K)	Discuss responsibilities of a neighbor under the following circumstances: newcomers, crisis in family, borrowing, upkeep of personal property, respect for privacy, responsibility toward children in the neighborhood, and care of pets.
	Describe a good neighbor (C)	Give examples of being a good neighbor. What has been the greatest influence in preparing you to be a good neighbor?
	Identify influence of community projects on neighborhoods (K)	Discuss how the accomplishments of community projects could improve one's neighborhood such as: dog leash laws, beautification projects, insect control, recreational areas and activities, picking up garbage, picking up animal droppings, and checking on weed killers or other chemicals which may drift to neighboring property.
Understanding human relationships contributes to more successful employer-employee relationships.	List rules for good employer-employee relationships (K)	Collect cartoons illustrating things which happened as a result of good or poor communications with an employer.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Brainstorm to list rules for good employer-employee relationships. Present your list to various employers and ask them to evaluate it. Write down additional suggestions. Share results of the evaluation with class. Draw conclusions or listen to a panel of employers evaluate and discuss list of rules.
Understanding citizenship responsibilities contributes to more satisfying community membership.	Identify citizenship responsibilities (K)	Listen to mayor or other city official discuss citizenship responsibilities. Discuss ways teenagers can contribute to the community.
	Explain how acceptance of citizenship responsibilities contributes to the betterment of the community (C)	Write an essay on how acceptance of citizenship responsibilities contributes to the betterment of the community.

CONCEPT: Self in the Future

OVERALL OBJECTIVE: *Determine ways appreciation of self contributes to successful human relationships (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Love Relationships		
Understanding the difference between infatuation and mature love contributes to more satisfactory love relationships.	Describe love and infatuation (K)	Collect cartoons, stories, and articles illustrating love and infatuation. Share with class.
	Explain differences between love and infatuation (C)	View filmstrip on love and/or infatuation. Discuss the differences between love and infatuation.
		Explain the statement, "You do not fall into love, you grow into love."
	Discover evidences of love and infatuation (Ap)	Listen to case studies to discover evidences of infatuation and/or mature love.
Behavioral codes and mores may effectively direct one's behavior in dating and engagement.	Identify determinants of behavioral codes and mores (K)	Identify factors in today's society which place more responsibility on youth for their dating behavior than ever before such as, automobile, less parental control, and mass media. What determines our standards of behavior in dating? Consider such factors as religious training, home influences, and social pressure.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain the role of behavioral codes and mores in dating and engagement (C)	Discuss the statement: "Emotions often overrule logical thinking." Do you agree? Why? How does this relate to your responsibility for dating behavior? How is it possible to mortgage your future for present pleasures? What does it mean to accept responsibility for your behavior when dating?
	Identify typical "lines" used in dating (K)	Brainstorm to identify typical "lines" used in dating. Discuss reasons people feel the need to use "lines" when dating.
	Relate American behavior codes to dating situations (Ap)	Present to class an oral report on a book or short story depicting typical dating situations. Discuss its relevance to American behavioral codes.
Preparation for Success in Marriage		
Knowledge of factors influencing mate selection may increase the likelihood of marital success.	Identify factors in mate selection (K)	Coordinating Experience: Develop a personal list of factors which are important in mate selection. Compile a class list of factors which are important for mate selection.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Listen to a panel of married couples discuss important factors in selecting a marriage partner. Discuss the statement: "All marriages are mixed marriages."
	Estimate consequences of ignoring mate selection factors (C)	Read case studies to discover possible consequences when important factors in mate selection are ignored. Discuss.
	Analyze the effect of mate selection factors on relationships of couples (An)	Watch current movies and read current books or columns to analyze the strengths and weaknesses of young married couples' relationships.
23 The engagement period provides opportunities for the couple to prepare for acceptance of adult responsibilities and successful transition into marriage.	Identify the role of engagement (K)	Define formal and informal engagement. Distinguish between them. Write a paragraph expressing personal views on the meaning of engagement to the couple, relatives, neighbors, community, siblings, peers, friends, etc. Share paragraphs with classmates. Keep papers for future reference. Brainstorm to identify purposes of engagement. Categorize all ideas under the two major purposes: testing and transition.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Discuss the relationship of the length of the dating and engagement periods to probability of success in marriage.
	Identify engagement etiquette (K)	Discuss engagement etiquette such as: when and how to purchase ring, how to announce engagement, appropriate behavior for engaged couples, etc.
Communication during engagement prepares the couple for communication during marriage.	State the importance of communication during engagement (K)	Discuss the role of communication in making adjustments during engagement.
	Explain reasons for broken engagements (C)	List reasons for broken engagements. What are the consequences of breaking an engagement?
	Explain adjustments which must be made during the engagement period (C)	Discuss ways social, emotional, philosophical intellectual, and physical control affects the stability of an engagement. List ways of handling conflict during the engagement period such as, defense mechanisms, constructive and destructive quarreling, and discussion. Interview engaged and newly married couples to identify adjustments necessary during an engagement.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Role play various conflicts to which engaged couples may have to adjust. Write a paragraph expressing your views on engagements. Compare to your original paragraph written earlier in this unit.
Preparation for Successful Relationships as an Individual		
The ability to develop and maintain close friendships contributes to successful personal living.	Identify needs fulfilled through friendships (K)	Review basic needs. Identify needs friendships can help fulfill. Recall personal experiences of friendships which fulfilled your basic needs. Share with class.
	Recognize the development of friendships (K)	Debate: "Friendships just happen" vs. "Friendships are developed." Describe factors which contribute to the development of friendships.
	Explain the value of friendships (C)	List benefits of having friends of both sexes. How can these friendships be developed and maintained?
Friendship presents privileges as well as responsibilities.	Name responsibilities of friends to one another (K)	Discuss responsibilities one has to friends. How far should one go in fulfilling these responsibilities? Should high school friendships be lifetime friendships? Why or why not? What are advantages and disadvantages of limiting the number of friends one has?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Write a paper titled: "Friendship Is a Two Way Street."
Friendships with older adults may make meaningful contributions to one's personal life.	Recognize the value of older adults as friends (K)	Describe the value of older adults as friends.
	Illustrate problems in relating to adults (C)	Give examples of problems you have experienced in relating to adults. Identify the possible causes of these problems.
	Identify pleasures in relating to adults as friends (K)	Share pleasant experiences which were the result of friendships with adults. Name insights and/or maturity you have gained from associations with adults. Debate: "Parents should be pals." Draw conclusions about ways parents and other adults fulfill different needs of a young person.
The problems of the aged multiply in our society because individuals fail to recognize aging as part of the continuous process of growth and development.	Identify problems of aging (K)	Characterize an elderly person whom you particularly enjoy and one you do not enjoy. How do they differ? What are their attitudes? List guidelines for "growing old gracefully."

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		View a film on aging to gain an understanding of physical and mental processes involved. Discuss the role of elderly persons in our society. Debate pros and cons of an elderly person living with adult children and their families. Participate in a play on aging to gain an understanding of problems of aging.
Knowledge of benefits available to the aged may enable one to relate more effectively to elderly persons.	Identify benefits available to elderly persons (K) Give examples of services to perform for the elderly (C) Demonstrate entertainment for the elderly (Ap)	Survey community to learn what financial, legal, medical, psychological, and housing benefits are available for the aged. Coordinating Experience: Volunteer to perform services for an elderly person such as, reading, writing letters, doing odd jobs, or visiting. Coordinating Experience: For FHA or community activity, plan entertainment for a group of elderly persons in a home or in your community.

CONCEPT: Relating Family Life to Career and Job Opportunities

OVERALL OBJECTIVE: *Point out educational preparation necessary to qualify for employment opportunities (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Opportunities for Employment		
Knowledge of current career opportunities may contribute to satisfactory career decisions.	Describe the effect of career decisions (K)	Construct a bulletin board titled, "Then What?" depicting a senior receiving his diploma. View a film or study resources to identify what is involved in making a career choice.
	Identify employment opportunities in the field of family living (K)	Listen to local home economists present information on job opportunities related to family living such as: pediatric nurse, homemaking teacher, social worker, clergyman, social psychologist, marriage counselor, sociologist, journalist, etc. View filmstrips or slides on careers related to family living. Relate to personal occupational desires. Visit or write to your local employment agency to learn what jobs are available in occupations related to family living. Invite a resource person to discuss future job opportunities in family living related occupations.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Educational Preparation		
Understanding occupational preparation required for careers in the field of family living may influence one's career goals.	Identify credentials required for employment in the field of family living (K)	View a film or filmstrip on preparing for jobs to identify preparation needed for careers in the field of family living. Work in groups to identify ways you, as a high school student, can begin preparing for an occupation. Research to identify the credentials required for employment in family living related occupations. Report findings to class.
	Explain preparation need for employment in family living related occupations (C)	Invite school counselor to discuss preparation needed for employment in occupations related to family living. Ask such questions as: What are the types of aptitude, ability, achievement, and interest tests given in high school, and how are test results interpreted? How can this information help to determine careers which may be suitable for you? What type of training or education is required for employment in the occupations listed? How much time is involved? What is the cost? Where are training or educational facilities located? What

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		prerequisities are required? What influence would these occupations have on one's life style? What future advancement is possible? Why are advancement opportunities important to consider?
	Explain ways to prepare for employment (C)	Develop a poster or bulletin board illustrating ways teen-agers can begin preparing for employment. Use ideas such as, the road uphill, stepping stones, hurdles, or steps (footprints).
Understanding factors contributing to personal satisfaction and/or creativity in a job or in volunteer work contributes to wise decisions regarding education.	Explain the importance of creativity and/or personal satisfaction derived from careers (C)	Give examples of ways educational preparation provides a means for creativity and/or personal satisfaction. Why is this important? Identify hobbies or volunteer work related to family living. How may each of these activities provide opportunities for creativity and/or personal satisfaction? What educational opportunities are available through formal or informal sources through which one might increase skills and competencies in these areas. Develop a bulletin board or display of books, pictures, articles and objects about hobbies and volunteer activities related to family living.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Discuss ways hobbies or volunteer work might contribute to one's employability or be applicable on one's job.
Advance planning contributes to wise career decisions.	Predict the importance of women planning work careers (Ap)	Write a reaction paper to the following statement: It is important for girls to plan their work careers.
	Analyze steps in career preparation (An)	Diagram the steps which need to be taken to prepare yourself for the family living related occupations you selected.

HOMEMAKING IV

CONCEPT: Self in the Future

OVERALL OBJECTIVE: *Analyze factors influencing ability to form meaningful human relationships (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Love Relationships		
The engagement period offers the couple opportunity to identify values, unify goals, integrate social patterns, and develop mutual responsibilities.	Identify traditional and contemporary concepts of engagement (K)	Define and contrast traditional and contemporary concepts of engagement. How have ideas of engagement changed?
	Explain the functions of the engagement period (C)	Identify society's expectations of engaged couples. What influences these expectations?
		Interview adults to gain information about their engagement period such as, length, parental approval, and adjustments.
		Discuss ways a longer engagement period may increase chances for marital success.
	Relate type of engagement to personal wants (Ap)	Describe the kind of engagement you want. Consider points such as, length, behavior, family relations, announcements, rings, etc. Why do you view these as important?
	Recognize concepts of engagement (K)	Discuss ways your concepts of the functions of engagement have changed since you first entered high school.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Debate: "It is good to break an engagement" vs. "It is bad to break an engagement."
Realistic concepts of engagement and marriage increase the likelihood for their success.	List rules of etiquette for broken engagements (K)	Study references to find rules of etiquette concerning broken engagements.
	Explain the role of realistic concepts in establishing a successful marriage (C)	Discuss the statements: "I know about Joe's bad habit, but he'll change after we marry." "I'm marrying Joe--not his family."
	Relate behavior in engagement to marital success (Ap)	Study case situations of engaged couples. Relate their behavior to their values, standards, attitudes, philosophies of life, acceptance of responsibility for self and others, love and understanding, stages of love experiences, and dreams of future life with mate.
	Analyze personal attitudes on moral standards for marriage (An)	Write a paper discussing the following questions: What standards of moral behavior do you expect of yourself and your partner during marriage? Will your expectations influence your behavior? What influenced the development of your moral standards for marriage behavior? Should a couple discuss their moral standards before marriage? Why or why not?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Mature love, like other forms of development, occurs in sequential steps; if any step is skipped, mature love is less likely to occur.	List the stages of love (K)	View a transparency, chalkboard diagram, or bulletin board on the stages (ladder) of love development including: self-love; amoral love; expedient love; love of other adults; love of persons of same age; love of same sex; love of opposite sex (a) group or crowd only (b) limited qualifications (c) very limited qualifications; and love of the one from infatuation through normal stages of development to mature love.
	Explain the stages of love development (C)	Consider the following questions pertaining to the stages of love: What are characteristics of mature love? Is it possible to skip a step on the ladder and still reach mature love? What behavior patterns may be exhibited by one who marries before reaching mature love? Give examples.
	Demonstrate understanding of steps in the development of love (Ap)	Coordinating Experience: For FHA or community activity, write and present a skit illustrating the stages of love development.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Preparation for Successful Relationships in Marriage		
Knowledge of factors affecting mate selection influences the likelihood of marital success.	Summarize factors affecting mate selection (C)	Prepare a bulletin board illustrating factors contributing to marriage readiness such as, education, work experience, love, maturity, etc. Debate: "Parental approval is (is not) an essential factor in mate selection." Participate in a circular response session to summarize the factors of mate selection.
Marriage is regulated in every society by laws and customs.	Identify laws pertaining to marriage (K) Explain importance of marriage laws and customs (C)	Discuss reasons for minimum age laws for marriage in the United States. Interview students and adults, asking, "Why are marriage laws and customs important?" Compile results and discuss. Study references to identify the legal requirements for marriage. What are specific requirements in your state regarding the following: age (with and without parental consent), blood test, license, residence, blood ties, and ceremony or common law. Report your findings to class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Invite a justice of the peace, lawyer, or judge to discuss reasons for requirements regarding marriage. Define annullment. What are conditions for annullment? What does the law say about annullment?
Marriage ceremonies vary among different religious groups.	Name types of marriage ceremonies (K)	Identify the types of marriage ceremonies.
	Explain types of marriage ceremonies (C)	Invite a minister, priest, or rabbi to explain the types of marriage ceremonies performed by different denominations and faiths. Coordinating Experience: Study references on weddings and wedding etiquette.
	Relate the influence of individual values, goals, and standards to choice of marriage ceremony (Ap)	Discuss ways that values, goals, and standards help determine the type ceremony a couple chooses.
	Explain the legal requirements of a common law marriage (C)	Listen to a resource person explain legal and/or traditional reasons for common law marriage. What are the advantages and disadvantages of such a marriage? Summarize findings about current laws relating to common law marriage.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Preparation for Successful Relationships as a Single Person		
Acceptance of single person is facilitated by an understanding of factors which influence persons who choose not to marry.	Summarize reasons some persons choose not to marry (C)	View bulletin board which illustrates reasons people choose to remain single. Listen to panel members composed of an unmarried career girl, elderly unmarried person, bachelor, priest, or nun discuss their feelings about being single. Participate in a question and answer session after panel discussion. Keep a record of answers to questions for future reference.
	List reasons persons should not marry (K)	Brainstorm to identify reasons persons should not marry. Consider the social and marital consequences resulting when these persons do marry.
Society's unfavorable view of single persons often pushes individuals into marriage.	Identify effect of society's view of the single person (K)	Discuss society's attitudes toward single persons. How may these attitudes affect society's actions toward single persons as teenagers, young adults, in middle age, and in later years? Give examples.
	Analyze effect of society's view on single person (An)	Collect newspaper clippings which reflect society's attitudes toward the single person. Discuss: Why do people often seem to push the unmarried into marriage?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Coordinating Experience: For community activity, write and present a spoof on society's attitudes toward the single person.
Being single in a marriage and family-oriented society requires special adjustments.	Explain the advantages and disadvantages of remaining single (C)	List advantages and disadvantages of remaining single. What advantages and disadvantages did the panel discuss earlier? What problems were encountered by remaining single? What were common characteristics of the panel members that helped them be successful single adults?
	Point out adjustments required of the single person (An)	Recall problems panel members had in adjusting to being single. How does one's self-concept affect adjustment to the single status? How would adjustments to being single differ between men and women?
		Make suggestions for leading a happy and useful life as a single person. Would the same suggestions apply to both sexes?
		Coordinating Experience: Analyze and suggest solutions to problems you may encounter as a single person such as, in college or in a career.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Self-understanding contributes to selection of a satisfactory companion.	Identify factors that influence selection of a companion (K)	Collect advertisements requesting an individual for a companion. What characteristics are listed as desirable in a companion? Relate to previous studies of personality needs, principles of attraction, and values when selecting a companion or roommate.

CONCEPT: Self in the Community

OVERALL OBJECTIVE: *Develop guidelines for successful personal and family relationships in the community (S)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Successful Marriages		
Family structures and authority patterns are interrelated reflections of cultural background.	Explain the significance of the family (C)	Review definition of a family. Predict reasons the family unit has endured and is a recognized unit in every society.
	Analyze the significance of the family (An)	Debate: "The family is a dying institution." vs. "The family serves an important function in today's society."
	Recognize various family authority patterns (K)	Define patriarchal, matriarchal, and autonomous authority patterns. Research cultures that practice each of these authority patterns. Identify advantages and disadvantages of each pattern.
	Identify components of the extended family (K)	List components of the extended family.
	Identify components of the nuclear family (K)	List components of the nuclear family. Relate the evolving of the small patriarchal family structure to the modern democratic family structure in America. How has this change affected the family? What new family roles are assumed?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Summarize differences between an extended family and a nuclear family (C)	Observe family structures in the community. Write a paragraph describing the extended or nuclear structure in relation to these families.
	Explain family structures and patterns which have influenced the American family (C)	Study references on family structures and patterns that have influenced the American family. Report to the class on the reasons the extended family in Europe became a small patriarchal unit. How did this change affect the American family structure?
Family structures and patterns influence roles assumed by family members.	Demonstrate family structures and patterns (Ap)	Role play a family making decisions in the equalitarian and authoritarian manners. How are family roles influenced by the type of family structure?
	Distinguish between structures and patterns of families of different cultural backgrounds (An)	Research various cultures in America and analyze their family structure and patterns. Coordinating Experience: Analyze the family structure and patterns of your own family.
Realistic criteria for evaluating marital success may help a couple avoid disillusionment.	List characteristics of a successful marriage (K)	Brainstorm to identify characteristics of a successful marriage. Compile a class list of the ten most important characteristics.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Give examples of ways values, goals, and standards affect one's concept of a successful marriage (C)	Observe the effect values, goals, and standards have on personal concepts of a successful marriage. Discuss. Discuss the following statement: "Marriage is a two-way contract."
	Outline personal standards for success in marriage (An)	Identify your personal standards for success in marriage. What were underlying factors which influenced your standards? How important is it for a couple to have similar standards? What effect may different standards have on family relations?
	Analyze ways gratification of personal needs contribute to marital success (An)	Collect pictures or cartoons that illustrate conflict in marriage. How does marital success relate to fulfillment of personal needs? How many of these represent "tremendous trifles"? List trifles over which couples frequently disagree.
Understanding factors that contribute to a successful marriage may aid in marital adjustment.	Identify factors that contribute to a successful marriage (K)	Research factors that contribute to a successful marriage or have a resource person outline important factors which contribute to a successful marriage. Discuss.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Preparation for successful marriage is facilitated by an understanding of marital adjustments.	Explain the need for adjustments in marriage (C)	Pantomime one of the stages in the family life cycle. Review the characteristics of each stage. Explain the need for adjustments through marriage. Identify adjustments which are common to all newlyweds including: economic, in-laws, physical compatibility, social and recreational activities, religion, training and discipline of children, and tremendous trifles. Role play a domestic scene in the early months of marriage in which both husband and wife are trying to get each other to change certain habits. What causes their frustration? Collect pictures and cartoons depicting in-law relationships. Who is usually blamed for in-law problems? Compile rules for good in-law relationships.
	Produce evidence that illustrates necessary marital adjustments (Ap)	Study stories and articles to find additional information on the above adjustments that newlyweds encounter.
Clarification of role expectations contributes to successful adjustments in marriage.	Identify role expectations (K)	List the tasks and responsibilities of the husband and of the wife. Which are based on tradition? Under what

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		circumstances may tasks be performed by either? What conflicts may occur in marriage over role expectations?
	Illustrate relationship between role expectations and conflict (An)	Role play situations in which husband and wife's role expectations are in conflict. Repeat each situation to show how it could have been solved more logically.
Resolving conflict in marriage is one way of striving for marital adjustment.	Define terms related to family conflict (K)	Distinguish between the following terms: quarrel, disagreement, discussion, and argument.
	Identify steps in problem solving (K)	View a bulletin board on the following steps of constructive problem solving: identify the problem, identify values and goals involved, consider resources, consider alternatives, consider possible outcomes, choose an alternative, put plan into action, and evaluate the results.
	Explain implementation of the steps in problem solving (C)	Determine ways a working knowledge of the steps in problem solving be beneficial in marriage adjustments.
	Identify the reasons for quarreling (K)	Brainstorm to identify reasons people quarrel.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evalutaion Experiences
Methods used in resolving conflict may vary from one situation to another.	Identify methods of resolving conflicts (K)	Use case studies to explore methods of resolving conflict in marriage. Identify methods of resolving conflict through compromise, one person giving in, tabling differences, or quarreling.
	Explain importance of resolving conflicts (C)	Answer the following questions: If one person gives in, is the problem solved? What are the consequences of tabling differences by walking out of the room or not reaching any agreement? Discuss the statement: "Never let the sun go down on your anger." Debate advantages and disadvantages of the family conference for settling differences. Discuss: Why do people today have greater need to relieve their tension than past generations?
Quarreling may be either constructive or destructive.	Illustrate differences between constructive and destructive quarreling (C) Demonstrate ways to resolve conflict in marriage (Ap)	Distinguish between constructive and destructive quarreling. Give examples of each. Role play examples of constructive and destructive quarreling in dating, in engagement, and in marriage. Which

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		method of resolving conflict was most helpful? Discuss the accumulative effect of quarreling.
The ability to realistically evaluate marital success contributes to mature relationships between husband and wife.	Associate marital success with personality adjustment (An)	Discuss ways marital success is related to personality adjustment.
	Establish criteria for evaluating marital success (S)	Develop criteria for evaluating marital success. Consider these points: verbal agreements, shared experiences, and calmness of mind. Develop a rating sheet for successful marriage. Consult with lawyers, ministers, or carefully chosen married couples on the soundness of the rating sheet. Write additional suggestions made by the persons consulted. Seal the rating sheet in an envelope with instructions to open and use for evaluation on your first wedding anniversary.
The family may influence the community in which it lives by accepting their community roles and responsibilities.	Relate the stability of marriages to the stability of the community (Ap)	Collect newspaper articles illustrating events in which family situations have affected the community. Does society have something at stake in each marriage? Give examples. What is the relationship of a stable marriage to a strong community?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Use of community resources contributes to the successful functioning of the family.	Identify community resources available to the family (K)	List resources available in the community which could contribute to successful family life such as, church, ministers, and counselors.
	Illustrate the use of community and family resources (C)	Give examples of ways that families could take advantage of community resources. Interview senior citizens and married couples to identify the role senior citizens play in helping to stabilize young marriages.
	Discover the importance of community resources (Ap)	Survey resources in your community. How are these resources important to families?
	Analyze the adequacy of community resources (An)	Determine the adequacy of community facilities. How could these facilities be improved? Coordinating Experience: For community activity, prepare a school news release on community resources available to the family. Coordinating Experience: For community activity, volunteer to work in support of a community improvement campaign or

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		write a letter to the editor of your local newspaper supporting such a campaign.
Community resources are available for parents who want to limit or space their families.	Recognize reasons for planned parenthood (K)	Identify the purposes of planned parenthood.
	Explain the pros and cons of planned parenthood (C)	Discuss the pros and cons of planned parenthood. Consider emotional, physical, and religious implications involved in this family decision. Consider family size in relation to financial and ecological factors.
	List community organizations which offer planned parenthood counseling (K)	Identity resources available in your community that aid couples in planning their families.
Successful Parenthood		
Awareness of the responsibilities of parenthood promotes a realistic view of marriage and family life.	Recognize concepts of parenthood (K)	Write a letter to yourself on your philosophy of parenthood. Put in envelope and save for future reference.
	Explain differences between idealistic and realistic views of parenthood (C)	Collect quotes from individuals on their views of parenthood. Distinguish between idealistic and realistic views in determining what one expects of parenthood.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Describe physical preparations required for successful parenthood (C)	Explore resources to gain an understanding of preparation necessary for successful parenthood.
	Explain the relationship of good health habits to family well-being (C)	Divide into buzz groups and discuss the relationship of good health habits of parents to the physical well-being of children.
		Research possible causes of birth defects.
		View filmstrip on birth defects. Discuss information presented in filmstrip.
	Predict the possible effect of stimulants and depressants on an unborn child (Ap)	Identify effects parents' health habits could have on the unborn child. What is the effect of drugs on the unborn child? alcohol? smoking?
Adequate pre-natal care increases the chances of having a healthy baby.	Explain the importance of pre-natal care (C)	Prepare a bulletin board illustrating the importance of pre-natal care, including medical examination, diet, activity, clothing, and refraining from self-medication. Discuss the importance of each in class.
		Invite the instructor of a class for expectant parents to explain the purposes for these classes and topics covered.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Give examples of experiences which assist in adjusting to parenthood (C)	Coordinating Experience: Write a paper on experiences you have had that will contribute effectively to your role as a parent such as, experiences with children in babysitting, in vacation bible school, and in leading youth groups.
	Predict emotional adjustment to parenthood (Ap)	Coordinating Experience: Read a book relating a young couple's preparation for parenthood. Prepare a written report on the couple's problems in making emotional adjustments to becoming parents.
Family finances must be evaluated and reallocated with each addition to the family.	Explain financial planning necessitated by parenthood (C)	Compile a list of financial decisions and plans which expectant parents must make including layette, room, medical costs, household help, and employment of mother. What effect do the family's values, goals, and standards have upon their financial planning?
	Compute a spending plan for a family expecting first child (Ap)	Work in groups to make a spending plan for the coming year for a young couple expecting their first child based on a monthly income of $400. Analyze each group's plan.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze the factors affecting financial management of parenthood (An)	Listen to a nurse or doctor discuss maternity care. Discuss the different methods of paying for maternity care including insurance and cash.
The one-parent family must make special adjustments in family and community life.	List the types of one-parent families (K)	Identify types of one-parent families such as, widowed parent, divorced parent, or single parent.
	Explain the advantages and disadvantages of one-parent families (C)	List possible advantages and disadvantages of one-parent families.
	Identify adjustments of one-parent families (K)	Listen to a panel consisting of a social worker from an adoption agency, marriage counselor, and minister discuss the one-parent family. Participate in a session considering the following questions: What problems are encountered when one parent or a single person tries to raise children? Is it possible that one parent could create a more stable atmosphere than two parents in a home characterized by conflict? What is society's view of the unwed parent? How do you view the role of the unwed father? What problems may he have? What resources are available to a one-parent family?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Adoption provides opportunities for childless couples and homeless children to form meaningful family relationships.	Identify reasons for adoption (K)	List motives for adoption. For example: childless family as a result of sterility or physical handicaps; ecological responsibility such as, population explosion; humanitarian responsibility such as, providing basic needs for the deprived; or companionship for their own child or children. Discuss these motives in relation to successful parenthood.
	Explain legal procedures for adoption (C)	Take a field trip to a children's home where children are available for adoption. Listen to the director explain adoption procedures. Summarize findings.
	Summarize problems and satisfactions in adoption (C)	Listen to carefully selected adoptive parents discuss the joys and adjustments of adopting a child. Discuss when, what, and why the child should be told he is adopted.
	Identify reasons for and against single parents adopting children (K)	Debate the pros and cons of single parents adopting children.
The child's role in family life depends on his age and maturity.	Explain the role of children in the family (C)	Work in groups to list the roles of children in the family. Compare each group's description of the role of children. How do the roles of young children and adolescents differ?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Values, standards, and goals of family members help to determine the quality of family life.	Explain factors which influence quality of family life (C)	Determine ways personal values, standards, and goals will effect the quality of one's family life. Discuss values reflected in a family's choice of activities such as, see a movie vs. a family picnic, or going to church vs. sleeping late.
Family routines may be altered as the family progresses through the life cycle.	Summarize factors influencing family routines (C)	Identify changes which may occur in family routines as the family moves from one stage of the life cycle to another. How do the following effect family routine: values, standards, and goals; occupation; health of family members; roles of family members? Compile list of responsibilities or routines that persons must assume after marriage (male and female). Compare these to responsibilities you already have assumed.
	Explain masculine and feminine roles in family routines (C)	View film on realistic concepts of marriage. Talk about areas which must be considered within the masculine and feminine roles in assuming family routines.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Listen to resource people from different stages of marriage discuss responsibilities and routines of marriage. What different solutions were presented for the same problems?
Child care involves the nurture, discipline, and guidance of the child from birth until he reaches adulthood.	Define nurture, discipline, and guidance (K)	Explore references to formulate definitions of nurture, discipline, and guidance in child care.
	Describe nurture, discipline, and guidance in relation to child development (C)	Explain the difference between nurture, discipline, and guidance in relation to child development.
	Explain factors contributing to child development (C)	List factors that contribute to the nurture of a child including physical and psychological needs. List factors which contribute to discipline (to educate) and guidance (direction to life process) of a child including moral standards for behavior, responsibilities, and family rules and regulations. Keep lists for future reference. Discuss how an understanding of the factors affecting nurture, discipline, and guidance of a child contribute to successful parenthood.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Develop guidelines for child care and guidance (Ap)	Compile a list of guidelines on child care and guidance from the paragraphs written in class. Compare to original lists on nurture, discipline, and guidance of children. Coordinating Experience: For community activity, volunteer to work with young children to learn more about child care and guidance.
Understanding the stages of child development contributes to realistic expectations.	Explain the stages of child development (C)	Study references to identify the stages of child development and report findings to class. Read letter written to yourself at the beginning of this unit. Rewrite the letter on your philosophy of parenthood. Seal in an envelope with instructions to be opened for analysis when your first child is one year old.
	Identify responsibilities of parents in meeting basic needs of children (K)	Identify the basic needs of babies and young children. How do needs change? What responsibilities do parents have in meeting these needs? Plan a bulletin board illustrating the basic needs of babies and young children.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Community resources aid parents in care and guidance of their children.	Identify community resources available to parents (K)	List community resources which contribute to successful parenthood such as: schools, church, PTA, recreational centers and activities, scouting programs, child care centers, well baby clinics, Planned Parenthood Association, law enforcement agencies, public libraries, educational television, etc.
	Explain the functions and services community resources provide for the family (C)	Interview or listen to a panel of community leaders to determine the purpose of organizations and services available to the family. Report to class.
	Analyze community resources (An)	List resources which are not available in your community, but which would be beneficial to the family.
	Develop guidelines for selecting a nursery school or kingergarten (S)	Visit a nursery school or kindergarten in your community. Observe the facilities available. Observe the children's behavior. Develop guidelines for selecting a nursery school or kindergarten.
Family stability contributes to community stability.	Analyze the relationship of family stability to community stability (An)	Write a paper on "How do stable families contribute to community stability?"

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Coping with Family Stresses and Crises		
A crisis may be anything which disrupts normal family functioning.	Cite family stresses and crises (K)	Define stresses and crises using the dictionary. Define stresses and crises in relation to the family.
Family crises may involve dismemberment, addition, disorganization, or demoralization.	Identify types of stresses and crises that affect the family (K)	List as many stresses and crises as you can which a family may encounter.
	Give examples of the effect of stresses or crises in the family (C)	Catagorize the stresses or crises you listed under the following headings: dismemberment- (divorce, death, desertion, marriage, children going away to college, war); addition- (birth of a child, grandparents coming to live, adoption, married children coming to live, grandchildren living in home); disorganization- (role conflict, homosexuality, financial, adultery, drug addiction, alcoholism); demoralization- (juvenile delinquency, loss of job, bankruptcy, criminal acts, adultery).
Severe stresses may contribute to family disintegration or harmony depending on how they are handled.	Relate the steps in decision making to handling family crisis (Ap)	Listen to a clergyman outline the use of the steps in decision making in in coping with a death in the family.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Listen to a lawyer explain the decisions which must be made regarding divorce and adoption. View a film or read a story on a family crisis. List the decisions the family had to make. Did you agree with their solutions? How would you have acted differently?
	Point out ways family solidarity contributes to ability to cope with family crisis (An)	Discuss the following questions: When does family conflict become family crisis? Give examples. How does family solidarity affect the family's ability to cope with crisis? Discuss divorce as a family crisis. Take a field trip to a family court to observe procedures of divorce, and/or child custody cases. Observe reasons the divorce was sought, effect on children, who is given custody of children and why, and terms of financial settlement.
	Demonstrate procedures in handling a family crisis (Ap)	Choose a crisis. Decide how you would handle the crisis using the steps in the decision-making process.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Predict the influence of personal philosophy of life on ability to cope with family crisis (Ap)	Discuss ways one's philosophy of life affects his ability to cope with a crisis.
Knowledge of community resources may aid the family in time of crisis.	Identify sources of aid to families in stress (K)	List sources of aid for families in stress such as, marriage counselors, church, legal counsel, medical advice, and juvenile departments. How may these resources vary from community to community? Which are available in your community?
	Give examples of how a family crisis may result in constructive community action (C)	Discuss ways a family crisis may promote community action. For example: A child drowning may result in adding a life-guard. A traffic light may be provided at a school crossing because of an accident. City-wide vaccination for animals may result from a rabies incident.
A family crisis may directly or indirectly affect the entire community.	Analyze the effect of family crisis on the community (An)	Coordinating Experience: Research periodicals or books on family crisis. Give an oral report to class. Explain ways the crisis affected or may have affected the community.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Family in the Social Structure		
Acceptance of citizenship responsibilities contributes to providing a favorable environment for family living.	Explain family citizenship responsibilities (C)	Compile a list of citizenship responsibilities. Discuss implications for individual and family members.
	Relate role of citizenship responsibilities of the family to the world community (Ap)	Compare the role of citizenship responsibilities of the family to the world community. Submit your conclusions to community or school newspaper.
		Coordinating Experience: For community activity, volunteer to work in support of a political candidate or community improvement bill.
Ecology is the responsibility of every individual and family.	Define ecology (K)	Brainstorm to reach a definition of ecology. Collect newspaper clippings that illustrate the ecological movement.
	Describe current ecological concerns (C)	Read current books and/or articles on ecology and give oral report to class. Relate your readings to the family's ecological responsibilities.
		Construct a bulletin board of pictures depicting ecological problems in your community.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Use a mortality table from an insurance company as a basis for discussing ways the death rate affects population growth.
	Predict methods of alleviating or preventing ecological problems (Ap)	List areas of world ecological concern. Compare to ecological problems in your community or neighborhood. How many problems are similar? Discuss methods of preventing or alleviating these problems. How can the family help solve ecological problems? Coordinating Experience: For FHA or community activity, present a program on the family's ecological responsibilities. Coordinating Experience: For FHA, listen to a guest panel consisting of various student leaders discuss the topic, "What My Generation Can Do to Change Attitudes and Actions Toward Ecological Problems." Participate in a question and answer session to clarify role of teen-agers in preventing ecological problems.
	Analyze the role of the individual in preventing ecological problems (An)	Identify things you have consciously or unconsciously done within the last week to contribute to pollution such as, littering, throwing away materials which could be recycled, etc.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Propose the role of legislative actions in solving ecological problems (S)	Write for materials on recent legislation concerning ecology. What effect does legislation have on ecology such as, pollution control regulations, licensing for hunting and fishing, and control of food and drugs additives?
	Appraise personal values and attitudes toward ecology (E)	Evaluate your attitudes and values toward ecology by discussing the statements, "I know over-population is a problem, but I still want four children," or "I know I shouldn't litter, but I hate for my car to be cluttered."
	Analyze the effects of ecological problems on present and future life (An)	Illustrate the effects of ecological problems on present and future life. Summarize.
Social life enables the family to effectively relate to the community.	Name social activities for family enjoyment (K)	List social activities and clubs or organizations your family enjoys. Compile a class list.
	Give examples of ways families can relate to the community (C)	Identify ways the above activities allow your family to relate to the community. How may these activities improve family relations?
Effective use of leisure contributes to family harmony.	Distinguish between contemporary and past uses of family leisure (An)	Compare and contrast contemporary recreational activities to activities of your grandparents' generation. What are the similarities and differences?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze the effect of family use of leisure (An)	Discuss ways values, goals, and standards help determine the family's use of leisure. What effect will the family's use of leisure have on the community? How can the family's use of leisure contribute to family harmony, as well as better community relations?
	Plan a family fun night (S)	Coordinating Experience: For FHA, work with FFA to plan a family fun night.
The family has responsibilities for supporting healthful community recreation facilities.	Determine the role of the community in providing opportunities for family growth (An)	Contrast two community situations to illustrate differences in opportunities for growth and development of children from affluent and poor families, from different races, etc. Compile a list of characteristics describing an ideal community. How does this list compare to the community where you live? Who is responsible for providing the type of community desired? What is the family's role in meeting these responsibilities? What is the individual's role in meeting these responsibilities? How can individuals and families help in establishing, maintaining, and supporting community agencies?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Evaluate the interrelationship of family responsibilities and community responsibilities (E)	Discuss the following statement in relation to the individual in the community: "No man is an island." Study visual on the stages of interrelationship between the family and the world. Show relationship between the family community, state, nation, and world. Identify positive and negative influences that the family has on the components of the world community.
Community recreational services may contribute to enjoyment of family leisure and to family harmony.	Identify community recreational services available to the family (K)	List recreational services available to the family through the community. Debate advantages of the community providing services for the family vs. the family providing their own services.
Culture and the Family		
Respect for variations in family and cultural patterns contributes to better human relationships.	Identify cultures represented in the community (K) Explain the influence of culture on families and communities (C)	Name various cultures within your community. Discuss the origin of the different cultures. Give examples of specific traditions and holidays which are unique to various cultural groups. What effect does cultural background have on holiday customs?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate ways to promote cultural understanding (Ap)	Show ways to promote understanding of individuals from a different cultural group such as, sharing views on life, defining terminology, and sharing recipes.
	Infer ways the ability to understand different cultural groups contributes to better human relations (An)	Discuss ways in which people from different cultures are often stereotyped. What influence could this stereotyping have upon the family and the community? How are cultural backgrounds reflected in television productions? How may mass media programs contribute to a better understanding of various cultures?
The family may contribute to the preservation of cultural variety in America.	Analyze ways the family contributes to preservation of culture (An)	Listen to a student or resource person explain how their traditions and customs have been preserved within the family. How does one decide which customs to preserve and which customs to discard? Coordinating Experience: For FHA or community activity, present a holiday program on customs from various lands which are still observed by many Americans.
	Explain acculturation (C)	Define acculturation. What pressures are exerted on families to adopt customs of the major cultural group in an area? How does the major cultural group benefit from other cultural groups in the community?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Impact of Change		
Social change often strains family unity.	Identify social and psychological changes in contemporary society (K)	List causes for the social and psychological stresses that families and individuals experience as a result of technological and ecological change. For example: noise, mobility, job opportunities for women, and pressures for decision-making.
Rapid technological advancement precipitates change in the family.	Identify technological changes which influence the home and community (K)	List recent technological changes. Compare them to technological changes since the mid 19th century. How do you account for the tremendous acceleration of change in the past twenty years?
	Explain the influence of technological change on the family (C)	Discuss the effects of the following technological advances on the family: industrialization, mobility, labor saving devices, mass media, and medical achievements. View a film on ways technoloigcal change affects the family. Discuss.
	Relate technological change to change in the family (Ap)	Consider ways technological change has affected your family. What determines the effect of change upon the individuals in the family? How does perception of change influence the family's ability to cope with change?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
The family and the environment are interdependent.	Analyze the influence of ecological change upon the family (An)	Divide into buzz groups and discuss the following questions: In what ways may ecological changes cause personal values to change? How can ecological problems cause changes in family life style and size? How may increased education help families to adapt to changes? Draw conclusions.
The family in contemporary society needs the ability to understand and assimilate change.	Point out the importance of the ability to adapt to change (An)	Brainstorm to identify ways the family can cope with current changes. Summarize findings. Read case studies illustrating situations in which a family can or cannot cope with the stress of change. Identify constructive ways to adapt to the change. Relate ability to cope with change to general ability to cope with ordinary family adjustment problems.

CONCEPT: Relating Family Living to Career and Job Opportunities

OVERALL OBJECTIVE: *Point out interrelationship of roles in employment and home life (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Dual Roles		
Family relationships are affected by roles of individual family members.	Identify dual roles of family members (K)	Divide chalkboard into five columns. Title the columns father, mother, teenagers, younger children, and other family members. Write the roles of your family members accept in the appropriate column. Identify dual roles of various family members.
	Summarize factors influencing dual roles (C)	Explain factors that cause family members to accept dual roles.
	Show ways family roles may be identified (Ap)	Work in groups to suggest ways new family units may identify roles. Be sure to include the establishment of priorities, abilities, skills, personal preference, resources, and time available. Present your group's suggestions to class.
Cooperation of family members contributes to successful execution of one's dual roles.	Analyze ways to achieve cooperation among family members (An)	Identify ways cooperation among family members may be achieved. Why is this important? Do some roles have more status than others? Can the status of roles be changed? How?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Understanding dual roles may contribute to maintenance of satisfactory family relationships and to making necessary personal and social adjustments.	Analyze the effect of dual roles on family members (An)	Discuss the following questions: Does the acceptance of dual roles by family members affect the maintenance of satisfactory family relationships? How? Why? What individual and social adjustments must be made when accepting dual roles? What is the relationship of personal adjustment to the maintenance of satisfactory family relationships? How may an individual achieve self-actualization through acceptance of a dual role? Role play situations where the acceptance of dual roles by one or more family member creates conflict in family relationships. Discuss: What caused the conflict in family relationships? How could the conflict be solved? How could the conflict have been avoided? How does one family member influence the roles of other family members?
Interrelationship of Employment and Home Life		
Understanding the interrelationship of employment and home life may contribute to effective decision-making.	Identify reasons women work (K)	Brainstorm to identify reasons women work outside the home. Reasons may include: supplementary income, sole support of family, to be useful, to make a contri-

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		bution through her skill or profession, to be happy, to avoid boredom and neurosis, a chance to dress up, a chance to get out of the house, status and independence, etc.
	Explain factors influencing job or career decisions (C)	Discuss the following question: What factors may be important for women to consider when making job and career decisions? The list may include: time spent in travel; hours; necessary education; status; care of dependents; etc. Explain.
	Explain the interrelationship of employment and family relationships (C)	Work in groups to develop questions for a panel of husbands and wives discussing the topic, "The Effect of Employment on Family Relationships and the Effect of Family Relationships on Employment." Appoint a class moderator to direct the discussion.

HOME AND FAMILY LIVING SEMESTER COURSE

CONCEPT: Appreciation of Self--Basic Needs

OVERALL OBJECTIVE: *Relate satisfaction of basic needs to appreciation of self (Ap)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Definition of a Need		
The gratification of a basic need promotes physical health, mental health, and personality development.	Identify basic needs (K)	List the qualities of a basic need. Read resources on personality development to identify qualities of basic needs.
	Explain qualities of a basic need (C)	Rewrite the class list to include information obtained from readings.
	Produce a class definition of basic need (Ap)	Develop a class definition of a basic need.
Hierarchy of Needs		
The basic needs of man are arranged in an order from lowest to highest in which the lower level needs must be met before the higher level needs.	Identify basic needs (K)	Make a class list of needs basic to man. Include: survival, food, clothing, shelter, safety, freedom, love, affection, belonging, companionship, esteem, success, recognition, new and varied experiences, cognitive clarity, physical and mental health, self-actualization.
	Illustrate basic needs (C)	Explain how each entry on the list fits the class definition of a basic need.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Give examples of basic needs (C)	Display pictures or cartoons illustrating each of the basic needs. Explain each need illustrated. Identify ways each of these basic needs is expressed by all men regardless of race, religion, culture, or part of the world in which they live.
	Produce a hierarchical listing of basic needs (Ap)	Arrange the class list of basic needs in an order from lowest to highest where lower level needs must be met before the higher level needs become important. Discuss how each need must be met in succeeding order. For example: A person will sacrifice a safety need in order to fulfill a hunger need.
When basic needs are not met, behavior patterns are directed to their fulfillment.	Identify behavior patterns when needs are not met (K)	Describe behavior patterns that are exhibited when basic needs are not met. For example, how does a person behave when he is hungry? cold? lonely?
	Give examples of behavior patterns when needs are not met (C)	Collect examples of newspaper articles that illustrate situations in which there was conflict in need satisfaction. Which basic needs had not been met? What compensations did the person make to adjust

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		to the conflict? What are some alternate ways of fulfilling the unmet needs?
	Illustrate ways needs are met (C)	Give examples of ways each need may be met in desirable and undesirable ways. Summarize ways gratification of needs contributes to appreciation of self.
Families contribute to meeting the basic needs of their members.	Identify family responsibilities in meeting the basic needs of its members (K)	Coordinating Experience: For FHA, invite a panel of adults and teenagers to discuss family responsibilities in meeting the basic needs of its members.
	Determine personal position in relation to hierarchy of needs (An)	Coordinating Experience: Write a paper explaining where you are on the class list of the hierarchy of needs. Why?

CONCEPT: Appreciation of Self--Personality Development

OVERALL OBJECTIVE: *Point out ways understanding of personality development contributes to self-understanding (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Definition of Personality		
Individual personalities are unique due to the influence of inherent potential and environmental experiences which are different for each person.	Cite the meaning of personality (K)	Define personality in one sentence. Share your definition with classmates.
	Explain personality development (C)	Discuss how personality originates and develops.
		Consider the question: "Does a new born baby have a personality?"
		Describe the climate in two different parts of the country. What are the good and bad points of each? Does one part of the country have more climate than the other? Describe the personality of two individuals. What are the good and bad points of each? Does one person have more personality than the other? (Just as one part of the country does not have more climate than another, neither does one person have more personality than another.)
	Describe theories of personality development (C)	Paraphrase theories of personality development from readings such as, Freud, Sheldon, Jung, and Adler.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Prepare a definition of personality (Ap)	Prepare a class definition of personality from your readings.
Preception of Influences		
An individual's personality is influenced by physical, psychological, hereditary, and environmental factors.	Identify influences on personality development (K)	Discuss how physical characteristics such as, physical handicaps and body build affect personality development. Describe psychological factors which may influence personality development such as, affection, security, and adult models.
	Explain influences on personality development (C)	React to case studies illustrating inherited characteristics which may cause difficulties in personality development. Draw conclusions. Explain the following statement: An individual's personality is influenced by his perception of his environment.
Each individual has both personality assets and limitations.	Recognize personality assets and limitations (K)	Brainstorm to identify personality assets and limitations.
	Give examples of personality assets and limitations (C)	Give examples of personality assets and/or limitations from your own experiences.
	Solve personality problems (Ap)	Read a case study concerning someone with personality limitations. Discuss ways to solve his problems.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze personality assets and limitations (An)	Make a list of your personality assets and limitations. Make a plan for improvement.

CONCEPT: Appreciation of Self--Character Development

OVERALL OBJECTIVE: *Propose ways to develop one's character (S)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Definition of Character		
Character, a part of one's personality, refers to one's habitual patterns of behavior related to his values and the demands of society.	Define character (K)	Discuss the question: What is character? Locate a definition of character in the dictionary.
Stages		
Character develops in stages similar to other forms of development.	Describe the various stages in character development (C)	Present an oral report on the stages of character development. Research ideas of the following authorities: Freud, Eric Erikson, Havighurst, Peck, and Maslow.
	Apply stages of character development to developmental stages of physical growth (Ap)	Relate stages of character development to developmental stages of physical growth by use of case studies.
	Classify various types of character traits (An)	Read "My Most Unforgettable Character," Readers Digest to identify character traits.
	Plan for the development of desirable character traits (S)	Coordinating Experience: Make a list of character traits which you would like to develop. Write a paragraph on how you plan to develop these traits.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Understanding attributes of character contributes to character development.	Identify attributes of character (K)	View transparencies illustrating the attributes of character.
	Recognize conflict situations caused by improper character growth (K)	Identify conflict situations where character growth does not proceed through each developmental stage such as: adult acting in an amoral manner, the expedient individual who cheats on tests, the irrationally conscientious individual who cannot make discriminating judgements, or the rational-altruistic individual who has firm moral principles.

CONCEPT: Appreciation of Self--Self Theory

OVERALL OBJECTIVE: *Propose ways to integrate one's self-concept (S)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Components		
One's self-concept influences his understanding and acceptance of others.	Identify the components of the self theory (K)	Study a bulletin board captioned "Know Yourself" which shows three masks illustrating the personal self, social self, and ideal self. Discuss the meaning of the components of self.
	Explain influences on self-concept (C)	Give examples of experiences which tend to enhance one's self-concept and examples which may cause a person to feel inferior such as, effect of success, failure, or what others say.
	Relate self theory to own behavior (Ap)	View film or filmstrip which illustrates the self-concept. Point out ways your self-concept affects your own behavior.
The way one feels about himself affects his behavior.	Analyze effect of components of self on behavior (An)	Listen to or read a short story or fairy tale. Identify behavior in the story which shows the personal self, social self, and ideal self. Answer questions such as the following from Jack and the Bean Stalk: How did Jack view himself in comparison to the social self his mother saw? Why was Jack's mother upset when he sold the family cow for a handful of beans? Why did the ogre's wife defend

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Jack? What element of the self theory is involved? Give examples of behavior that may be used to cover up a poor self-concept. Discuss the following questions: How does one's grooming habits affect or reflect his self-concept? How does being dressed inappropriately for the occasion affect his self-concept?
Peer group attitudes, values, and self-concept influence interaction with others.	Analyze effect of self-concept in various situations (An)	Choose a partner of the same sex and face one another. With honesty and consideration tell one another what you see (include physical appearance and behavior). Then tell how you see yourself. Consider the following questions: Why didn't you tell your partner everything that you saw in him? Is your self-concept different with different groups such as, adult, peer groups, or church? Why? How did your personal self influence what you told your partner? How was your personal self influenced by what your partner told you? Change partners (opposite sex, stranger, best friend, etc.) and repeat.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Defining one's ideal self gives the individual a goal to work toward and a measure of his present position.	Identify characteristics of ideal self (K)	Complete the following statement: If I could change myself I would _____.
	Relate class findings about the self theory to personal development (Ap)	Coordinating Experience: Write a paper comparing your self-image to the self others see. Write an additional paragraph on what you would like to be (ideal self).
Personal Integration		
Accepting and coping with aspects of the self-concept which cannot be changed and working to improve those which can be changed contributes to an integrated self-concept.	Relate satisfaction of basic needs to personal integration (Ap)	Share an observation of how a person's self-concept was improved when a basic need was met. How did the satisfaction of this need contribute to personal integration?
	Create ways to integrate components of self-concept (S)	Describe persons whose personal self, social self, and ideal self are not closely related. For example, someone who sees himself as a superior conversationalist and aspires to be a great orator, while others see him as a loud-mouthed bore. What problems may a person have when the three components of his self-concept are not closely integrated? How may a person more closely integrate his self-concept?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Evaluate own ability to cope with personal self, accept past experiences, and progress in future development (C)	Use information presented on components of self to relate how the following questions apply to you: How close are you to what you want to be? What can you do to integrate your ideal self with your personal and social self? How does a positive view of self help one to become other person-centered rather than self-centered? What does it mean to place the past in its proper prospective?

CONCEPT: Appreciation of Self--Maturity

OVERALL OBJECTIVE: *Analyze one's own maturity (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Definition		
A mature person copes with his environment, has a realistic picture of himself and the world, and can control his emotions.	Define maturity (K)	Divide into buzz groups. Brainstorm for a definition of maturity. Write the definitions on the chalkboard. Compile one class definition.
	Interpret the meaning of maturity (C)	Compare class definition to those given in various textbooks. Discuss.
Types		
There are many types of maturity.	Explain the types of maturity (C)	Work in groups to gain information on the following types of maturity: chronological, physical, intellectual, emotional, social, and philosophical. Report findings to class.
	Demonstrate types of maturity (Ap)	Find appropriate pictures to illustrate each type of maturity. Draw conclusions about the relationship of maturity to one's own maturity. Coordinating Experience: Compare responsibilities of family members of different ages. Draw conclusions about the relation of responsibility to maturity.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Mature Responses		
One is not equally mature at all times; the degree of maturity may vary in different situations.	Relate use of defense mechanisms to development of maturity (Ap)	Study pictures or cartoons illustrating use of defense mechanisms. Relate use of defense mechanisms to personal experiences. Suggest how the use of defense mechanisms produced conflict or obscured the pertinent issues of the problem. How did the defense mechanisms contribute to personal security and self-concept at the time? Could the use of defense mechanisms be a positive aspect of maturity?
		Use case studies, television sequences, cartoons, or one sentence statements to relate the use of defense mechanisms to maturity.
	Analyze situations illustrating maturity or immaturity (An)	Listen to popular recordings and analyze the maturity or immaturity depicted by the lyrics.
		Coordinating Experience: Relate each type of maturity to your own maturity such as: chronological=18 years; physical=16 years; intellectual=20 years; emotional=19 years; social=17 years; and philosophical=18 years. Ask a family member and friend to rate your levels of maturity. Compare the ratings to your own. Determine areas that need improvement.

CONCEPT: Appreciation of Self--Popularity

OVERALL OBJECTIVE: *Discriminate between popularity and personality (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Definition		
Popularity indicated being approved of by others or pleasing to others.	Define popularity (K)	Brainstorm to formulate a working definition of popularity. Relate to self development.
	Describe popularity (C)	Select a leader, recorder, and time-keeper for "circle" discussion. The leader reads questions pertaining to popularity. Students make a statement about each question. A time-keeper limits statements to one minute. The recorder keeps notes on comments. No one should speak out of turn, not even the leader. The leader summarizes the discussion after each question: What is popularity? What is a popular person? What is considered when peers select a most popular person? How important do parents consider popularity? Can you be popular in one situation and not in another? Give examples. Is success the same thing as popularity? What are contributing factors for popularity with the same sex? for popularity with the opposite sex? (If more than one circle is used, a panel of the leaders or recorders may summarize answers to each question.)

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Determinants		
"Pecking order" refers to the position one holds in a group in relation to every other member of the group.	Explain "pecking order" (C)	Listen to presentation about Dr. Sylvanus M. Duvall's research on the "pecking order." Discuss the relationship of the human "pecking order" to popularity. Use puppets or other communication media to portray how the same individual may have a different rank in different groups. Draw conclusions about the relationship of the "pecking order" to popularity.
	Relate principles of attraction to development of popularity (Ap)	Study mimeographed information on the principles of attraction. Discuss ways principles of attraction may be a contributing factor to popularity. Share personal observations of instances where popularity was influenced by principles of attraction.
Popularity may be more related to needs of the group than to an individual's personality.	Distinguish between popularity and personality in relation to the "needs of the hour" (An)	Contrast definitions of popularity and personality. Identify situations in which popularity is not synonomous with personality. Coordinating Experience: For FHA, invite a panel of students to discuss what it takes to be popular.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Discriminate between popularity and personality (An)	Study the following situations and relate popularity to personality. Consider the question: Is popularity determined by the need of the hour rather than by personality? Consider the following examples: Hitler may not have had a good personality, but he was popular. While a group leader may be popular with his group, to an outsider he may not appear to have a pleasing personality. The school would have an excellent football team if it had a good quarterback. A student transfers to your school who is skilled in quarterbacking. He is suddenly showered with popularity. Does this mean he has a pleasing personality?
Prices of Popularity		
A number of factors influence the cost of popularity to a given individual.	Determine the price one is willing to pay for popularity (An)	List on chalk board ways that persons conform. Decide which conformities are constructive and which are destructive in relation to individual personalities. Describe ways one can have individuality and still have popularity. Determine constructive and destructive forms of individuality in relation to personality development.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Coordinating Experience: React to the question: What price am I willing to pay for popularity?
	Analyze pressures for conformity and individuality (An)	View filmstrip to gain an understanding of ways conformity and individuality exist as pressures on young persons. How could ethical compromise contribute to or detract from popularity?

CONCEPT: Appreciation of Self--Values, Standards, and Goals

OVERALL OBJECTIVE: *Organize own values, standards, and goals (S)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Definitions		
Values, standards, and goals give direction and purpose to one's life.	Define values, goals, and standards (K)	Compile definitions of values, goals, and standards. Compare to textbook definitions.
	Illustrate values, goals and standards held by young people (C)	Give examples of values, goals, and standards commonly held by young people.
		Read a case study exemplifying the importance of values and goals. Describe the behavior of the individuals in the study. What influenced their behavior?
Development		
Values, standards, and goals develop relative to one's experiences.	Explain how values, goals, and standards are formed (C)	View transparencies which reflect personal values, goals, and standards.
		View and discuss a filmstrip to clarify values, standards, and goals. How were values, standards, and goals learned from early and continued life experiences?
	Show how family experiences influence the stability of one's values goals, and standards (Ap)	Read case studies exemplifying how family experiences influence the stability of one's values, goals, and standards.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Family experiences influence one's values, standards, and goals.	Associate family experiences with the stability of one's values, standards, and goals (An)	Analyze an individual's value and goal orientation who has been reared in the following family situations: family in which there are no rules and regulations, family in which one parent rules today and the other tomorrow, authoritarian family, or democratic family.
	Demonstrate influences on the development of values (Ap)	Write a short story or play depicting several influences upon the development of values or read a short story or play and point out the influences on the value development of one of the characters. Prepare questions for an interview sheet to discover personal values.
Understanding how values are developed contributes to tolerance of those who hold values different from oneself.	Analyze situations in which values, have become internalized (An)	Interview persons in various age groups to discover their values such as, junior-high, high school, and adults. Compare findings and discuss what influenced the development of their values. Did you find any differences in values held by the three groups? How will the differences found, if any, affect the ability of these groups to get along? Will understanding how values are developed help in your relationships with persons who hold other values?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Coordinating Experience: Write a paper to show why it is sometimes necessary to risk being unpopular in order to uphold your values, goals and standards.
Identification		
Ability to identify one's values, standards, and goals contributes to purposeful living.	Analyze personal values, standards, and goals (An)	List things in life that are of personal value to you. Rank items on the list in order of importance, where possible.
	Compare stated values, standards, and goals to actual motivation of behavior (An)	Make a quick recall of ways your time was spent in the last week and ways your money was spent in the last week. Compare your actions to your list of personal values. Draw conclusions about the reality of the values. List your long-range, short-range, and immediate goals. Compare this list of goals to your priority list of personal values. What is the relationship between future goals and present actions?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze values, goals, and standards reflected in given situations (An)	Identify the goals, standards and values in each of the following statements. Tell how the behavior of each individual in the examples will be influenced by his values, goals, and standards. 1) Tom wants to graduate from high school and is satisfied with a "C" average. (goal--graduation; standard--"C" average; value--job security) 2) Joan gets up 15 minutes early in order to put on false eyelashes. (goal--look better; standard--how much make up is applied; value--attention, recognition) 3) Bill works after school to buy a used car. (goal--car; standard--used instead of new; value--independence, status) 4) Susan wants to babysit in order to buy a new dress for the dance. She turns down a chance to iron for Mrs. Jones. (goal--new dress; standard--limited in type of job she would accept; value--peer acceptance)
Ability to identify one's own values, goals, and standards enhances one's appreciation of himself.	Organize one's own standards (S)	Coordinating Experience: Develop a list of personal standards in relation to the ranked list of values previously compiled for tasks you perform at home and at school.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Standards may vary from one person or situation to another.	Determine reasons values, goals, and standards differ (An)	Discuss examples in which people have the same values and goals but different standards. Coordinating Experiences: Obtain a ranked list of values, standards, and goals from siblings, parents, and grandparents. Compare these values, standards, and goals with your personal lists. Determine reasons for similarities or differences.
Influence		
Understanding one's values, goals, and standards contributes to appreciation of oneself.	Analyze ways values, goals, and standards influence behavior (An)	Examine the influence of the peer group on values, goals, and standards. Identify conflicts that may result from differences in values, goals, and standards of the individual and the group. Collect a series of advertisements to study the influence of values in mass media. How do these advertisements influence teenage behavior? Select articles, newspaper clippings or headlines, cartoons, or pictures which illustrate application of values, goals, and standards. How do values, goals, and standards direct behavior in interpersonal

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		relationships? How do unrealistic values and goals produce conflict in the larger society? Coordinating Experience: Analyze the values that may influence the behavior of someone that you find particularly hard to get along with. Compare these values with values that you hold.

CONCEPT: Appreciation of Self--Personal Philosophy of Life

OVERALL OBJECTIVE: *Compile a beginning philosophy of life (S)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Understanding factors that affect personal philosophy of life contributes to appreciation of self.	Define philosophy of life (K)	Research theories of great philosophers. Define components of their philosophies. Restate these philosophies in your own words. Define philosophy of life.
	Explain how a philosophy of life develops (C)	Study Aesop's Fables and relate to contemporary society and personal development. Discuss how one obtains a philosophy of life.
	Relate study of philosophies to development of personal philosophy of life (Ap)	Collect mottos or maxims that reflect philosophies of life. Share with classmates. Discuss how these mottos may reflect personal philosophy.
One's personal philosophy of life continues to develop throughout life and affects the way one relates to others.	Distinguish factors that contribute to development of personal philosophy of life (An)	Read interviews of well-known personalities or articles exemplifying philosophies of life such as, "My Most Unforgettable Character" in Reader's Digest; women's, television, or movie magazines; or newspapers. What influenced these persons in the development of their philosophies? What role did values, goals, and standards have in the development of their philosophies?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Listen to and ask questions of resource persons who share their philosophies with class. Determine values and other factors which have influenced their philosophies. Discuss.
Ability to state one's own philosophy of life contributes to self understanding and appreciation.	Organize a statement of one's personal philosophy of life (S)	Solve the problems presented in case situations. Use concepts formulated in previous unit to support answers. Identify conflicts that may result from differences in values, goals, and standards of self and others. Analyze responses to situations and to maturity levels. What basic needs were not met that produced conflict? Were all components of the self well integrated in the situations? Coordinating Experience: Read autobiographies of famous persons. Relate their philosophies of life to elements in your own philosophy. Compose an essay describing your philosophy of life.

CONCEPT: Self in Groups--Family

OVERALL OBJECTIVE: *Propose ways to relate more effectively as a family member (S)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Definition		
The family as the basic social unit assumes similar functions in all societies.	Define family (K)	Brainstorm to answer the question: What is a family? Compile a class definition and compare to definitions of the family in textbooks.
	Explain characteristics common to all families (C)	Discuss the two characteristics which all families have in common: They are bound together by ties of blood, adoption, or kinship. They have a common residence. Give examples of television programs that identify different family compositions. Draw conclusions. Relate family composition to family characteristics.
Constellation		
Family interaction is a major determinant of family harmony.	Define family constellations (K)	Explore resources to develop a working definition of family constellations.
	Give examples of interaction in various groups (C)	Respond to the question: What does interaction mean? Give examples of interaction in family, in classroom, and with friends.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Listen to presentation on Evelyn Duvall's theory of interaction.
The number of interactions possible increases with the size of the group.	Show the number of interactions in various groups (Ap)	View transparencies of family interaction patterns which illustrate that there is interaction between each member of the family. (The theory of interaction is based on the formula: $X = \frac{y^2-y}{2}$ where x = number of interpersonal relationships, y = number of persons.) The larger the family, the greater the number of interactions (conflicts, jealousy, etc.)
The size of the family influences human relationships.	Relate size of family to interaction patterns (Ap)	React to the statement: Large families are happier than small families. Study a handout sheet on results of James Bossard's studies of large families (5 or more children) which includes the following findings: 1) less emotional tenseness between parents and children 2) more major crises but adjust better to minor crises 3) group oriented and not as individualistic 4) more authoritarian

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		5) job responsibilities are more specific 6) across all social classes, physical punishment is greater 7) less value similarities between parent and child 8) weaker parent-child relationships 9) children have lower IQ scores. Discuss the findings in Bossard's study.
One's position in the family and his sex influence his personality.	Analyze the effect of family constellation on interaction (An)	Research to discover how the formation of an individual's personality is influenced by position in the family and sex. Read case studies which illustrate the influence of position and sex on behavior. Discuss effects of individual behavior on family constellation.
	Demonstrate ways size of family influences family interaction (Ap)	Participate in class skit demonstrating the effect of family size on interaction. Select one of the following descriptions of the role to be played: Mother: preparing evening meal Father: reading evening paper aloud to Mother Child #1: girl age 6--wants to go go across street to play

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Child # 2: boy age 3--wants something to eat Child #3: boy age 1 1/2--at first asleep in playpen then wakes up and cries Child #4: Boy age 11--conflicting with child #5 over unfair play Child #5: boy age 8 Child #6: girl age 14--wants to go on coke date after eating Child #7: girl age 4 1/2--fell off tricycle and skinned knee Child #8: boy age 16--wants the family car tonight Friend #1: talkative friend who calls about PTA meeting after child #5 enters kitchen. Identify ways family size affects interaction.
	Analyze ways size of family influences family relations (An)	Determine ways numerous interaction patterns create difficulty within the family. Coordinating Experience: Read a novel about a family and identify how the size of the family influenced family relationships. Write a paper drawing conclusions about the relationship between the number of interaction patterns in the family and family relationships.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Functions		
The functions of the family are child bearing, child rearing, regulation of behavior, meeting basic needs of its members, and preparation of individuals for meaningful existence in society.	Identify functions of the family (K)	Explore references to define and gain an understanding of the functions of the family. Listen to a presentation on the basic functions of families, including psychological well-being of adults, physical and psychological care of children, socialization of children, education, and economic support.
	Give examples of ways family functions have changed (C)	Discuss ways family functions have changed in the past fifty years. Which family functions are increasingly in the hands of social agencies? What are the advantages and disadvantages of these changes?
Family functions are changing due to changes in our society.	Show changes in family functions (Ap)	Collect clippings from newspapers or magazines or recall a movie or television situation which depicts changes in family functions.
	Analyze ways social agencies affect performance of family functions (An)	Participate in a panel discussion to analyze why social agencies have taken over many family functions. Consider

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		the problem of educating individuals in America. Can the family assume the total role of education? Why?
All families have similar functions; they differ by the priorities each function receives.	Differentiate between ways functions are assumed by different families (An)	Use case studies to analyze how a Negro family, a poverty striken Appalachian family, or a New York Puerto Rican family assumes and interprets family functions as compared to a middle class American Anglo family. What are the functions basic to each of the above family types? What functions receive priority? Coordinating Experience: Read books about family crises in our society. Prepare a case study to analyze how the characters assume universal family functions during various crises in life.
Life Cycle		
The structure and functions of the family unit change with transition from one stage in the life cycle to the next.	Identify stages of the family life cycle (K)	Study transparencies of the stages in the family life cycle: beginning, expanding, contracting, and later years.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Each stage in the family life cycle requires new adjustments.	Summarize adjustments and satisfactions of each stage of the family life cycle (C)	Divide into buzz groups and discuss characteristics, problems, and major expenses of each stage such as, housing needs, financial adjustments, responsibilities, realignment, developmental tasks of the family. Is it possible for a family to be in more than one stage at the same time? How would this increase family responsibilities and/or problems?
	Show the stage in the life cycle for families in given situations (Ap)	Determine what stage(s) your own family is in now. What adjustments are being forced on the family? What satisfactions do you feel are found in this stage in the family life cycle?
	Analyze ways various stages in the family life cycle influence family adjustments, responsibilities, and activities (An)	Coordinating Experience: For FHA, invite community members who are representative of each stage in the family life cycle to to participate in a panel. Discuss the adjustments, responsibilities, and satisfactions of each stage. Prior to panel discussion divide into buzz groups representing each stage in the life cycle. Prepare questions to ask the guest panel. Summarize ideas presented. Point out ways that knowledge of the family life cycle can help families to anticipate and prepare for situations as they occur.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Relate activities and responsibilities to the stages in the family life cycle (Ap)	Construct a bulletin board depicting the responsibilities and activities of the family in various stages of the life cycle.
Role Identification		
Clarification of family roles promotes successful relationships as a family member.	Identify the functions of family roles (K)	Read and discuss references to gain an understanding of the functions of roles in the family.
	Show how family roles are changing (Ap)	Read case studies of families or view family television programs and indicate whether family roles are traditional or contemporary. Which family member's role has changed the most in relation to traditional roles?
	Distinguish between traditional, contemporary, and future family roles (An)	Identify traditional, contemporary, and future roles of various family members (father, mother, son, daughter, grandfather, grandmother). List on chalkboard. Compare roles of various family members. How have they changed? Why? What future changes are predicted?
Conflict in role perception affects family cohesiveness.	Determine the influence of role expectations on the individual (An)	Coordinating Experience: For FHA or community activity, use puppets to portray different family roles.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Make a list of your expectations for roles in a family. Identify the factors that have influenced these expectations. Use the following questions to summarize information on family roles: What factors contribute to an individual's understanding of a role? How does a girl learn to be a woman? How does a boy learn to be a man? How is role expectation related to role satisfaction? What happens when role expectations are not met? For example, a husband expects his wife to pay the bills but she does not think it is her role. A wife expects her husband to help care for the young children, but he thinks of this as the wife's role. What conflicts may result if the wife works outside the home?
Role conflicts can have detrimental effects on family relationships.	Explain the effect of role conflict on family relationships (C) Predict possible role conflicts among family members (Ap)	Present an original skit depicting the effect of role conflicts among family members. Work in small groups to prepare a list of possible family role conflicts. Consider solutions to the conflicts and share with class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Assess personal satisfaction in assumption of family roles (E)	Coordinating Experience: Assume as many of the roles of the homemaker as possible such as, manager, purchaser, companion, hostess, nurse. Keep a diary and record evaluations of the importance of each role, degree of family approval or disapproval about the assumption of the role, and the satisfaction achieved from the role. Observe the roles of family members in the other families. How do they differ from your own family? Report your findings to class.
Adult-Adult Relationships The establishment of satisfying communication between adults contributes to successful family living.	Define communication (K)	Identify different types of communication illustrated by pictures or cartoons. In class discussion, formulate a working definition of communication.
	Illustrate types of communication (C)	Give examples of effective communication, poor communication, and no communication between husband and wife. As references use television programs, books, magazines, movies, or real life situations.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Relate the importance of communication to successful family living (Ap)	Use the following questions to discuss the above examples: What stage in the family life cycle did each example represent? How does husband-wife communication affect family living? Is husband-wife communication more important in any one stage of the family life cycle than another? Are the communications needs the same in all stages of the family life cycle? Explain your answers.
Parent-Child Relationships		
The ability to establish satisfactory human relationships contributes to successful family living.	Identify responsibilities important for desirable parent-child relationships (K)	Brainstorm to identify responsibilities of parents who have teen-agers. Compare the class list to an authoritative list. List the responsibilities of teen-agers. Compare the class list to an authoritative list.
	Give examples of responsible behavior of family members (C)	Compare your family members' responsibilities to the authoritative lists.
	Prepare information to prove or disprove the theory of the generation gap (Ap)	Coordinating Experience: For FHA, debate: "Generation Gap or Communication Gap?" Draw conclusions based on responsibilities of parents and teen-agers

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Present oral report on book about parent-child relationships.
Sibling Relations		
Sibling position and perception influence the ability of siblings to relate effectively to one another.	List factors affecting sibling relationships (K)	Define sibling. Identify factors affecting sibling relationships such as, position and perception. Research materials to find information concerning the effect of position and perception on sibling relationships.
	Summarize ways factors affect sibling relationships (C) Show the effect of sibling position on behavior (Ap)	Give examples of personal experiences or observations where factors of position and perception were in evidence. Coordinating Experience: Write a case study about a sibling relationship. Show the effect of sibling position on behavior. What conflicts were caused by sibling position? Discuss the question: How do siblings portray family unity outside the home?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Values, Goals, and Standards		
Identification of family values, goals, and standards contributes to family harmony and quality of family life.	Outline family values, goals, and standards (An)	Relate previous learnings about values, goals, and standards to the family. Identify your family's values. What are the elements which may characterize family values such as, type of home, community activities, and level of education? What goals and standards indicate personal and family values?
	Relate values, goals, and standards to behavior (An)	Read case studies. Analyze the different families to determine how values influence behavior. Categorize the family's orientation by one of the following: things, people, ideas, activities, or status. Predict ways your values for your future family may be different from those of your present family.
	Analyze changes in values, goals, and standards during the family life cycle (An)	Determine ways values, goals, and standards may change as family members progress through the stages of the life cycle. Identify values, goals, and standards likely to be important in each stage of the life cycle.

CONCEPT: Self in Groups--Community

OVERALL OBJECTIVE: *Develop guidelines for accepting responsibilities as a community member (S)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Neighbors and Friends		
Understanding interpersonal behavior improves one's ability to relate effectively to others.	Explain ways personal needs are met through neighbors and friends (C)	Discuss ways personal needs may be met through neighbors and friends.
	Analyze personal responsibility to community (An)	Analyze your responsibility as a family member to community and neighborhood.
	Analyze how family responsibility is related to quality of community life (An)	React to the statement: "A neighborhood is as good as the families who live in it." Coordinating Experience: For community activity, work with neighbors to organize your block for purposes such as, block parties, cleanup, beautification.
Institutions and Services		
Appreciation of community institutions and services contributes to their effective utilization by the family.	Analyze ways attitudes toward community institutions and services influence the well-being of the community (An)	Determine how attitudes are molded in respect to community services and institutions. How do these attitudes influence the well-being of the community?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Propose ways the family may contribute to children's appreciation of community (S)	Role play ways parents can instill constructive or destructive attitudes in children toward community institutions and/or services such as, policeman, church, voting, school. How will these attitudes affect relationships between the community and the family? Recall specific derogatory situations in which adults have made comments about employees in community institutions and services. How will these comments contribute to the formation of young persons' attitudes? Coordinating Experience: For FHA or community activity, present a series of programs or prepare a series of articles designed to improve attitudes toward persons in service jobs in your community.
Employer-Employee Relationships		
Understanding human relationships contributes to more successful employer-employee relationships.	Identify characteristics that contribute to effective working relationships between employers and employees (K)	Listen to an employer discuss characteristics which enhance job relationships between employers and employees.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain the communication responsibilities of employer and employee (C)	Discuss ways employees can promote better communications with the employer. What are the responsibilities of the employer and of the employee?
Ethical behavior contributes to effective employer-employee relationships.	Define ethics (K)	Write a definition of ethics. Discuss the meaning of ethics.
	Summarize job ethics (C)	Compose a code of ethics for various occupations such as, doctors, policemen, teachers, and real estate agents. Compare the lists and relate to the responsibilities of the employer-employee. Compare your code of ethics to codes prepared for various professions. Prepare a "question" box for questions relating to job ethics. Draw out questions for class discussion.
	Demonstrate effective employer-employee relationships (Ap)	Coordinating Experience: For FHA, present an original skit on "How to Keep a Job" illustrating effective employer-employee relationships.

CONCEPT: Self in Groups--Interpersonal Techniques

OVERALL OBJECTIVE: *Analyze the effectiveness of interpersonal techniques in relating to others (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Communication		
Development of a communication system in marriage provides for a stable relationship.	Identify the role of verbal and non-verbal communication in human relationships (K)	Discuss methods of verbal and non-verbal communication. Identify the role of verbal and non-verbal communication in human relationships.
	Explain ways attitudes are reflected in non-verbal communications (C)	Give examples of ways attitudes are reflected through non-verbal communication. Collect cartoons or pictures that exemplify facial expressions or physical actions in which an attitude is reflected. How can recognition and understanding of the "signs" of non-verbal communication contribute to effective relationships?
	Demonstrate non-verbal communication (Ap)	Practice conveying messages to classmates through non-verbal communication.
	Analyze ways clarity in communication contributes to effective relationships (An)	Send classmate "A" out of the room while class prepares for communication demonstration. Select classmate "B" to sit with back to chalkboard. Distribute mimeographed sheets with geometric design. "B" tells "A" how to draw the design on board. "A" cannot ask questions and

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		"B" cannot see what "A" draws. Compare final drawing on board to mimeographed sheet. Repeat demonstration with different design, except "A" and "B" may face each other and may communicate. Compare results of the second experiment. Explain how this demonstration illustrates the importance of clear communication techniques. How could failure to communicate contribute to unsatisfactory relationships?
	Infer responsibilities for communication (An)	React to the statement, "Communication is a 'two-way street.'"
Understanding factors contributing to poor communication improves ability to communicate effectively.	Identify factors contributing to poor communication (K)	Discuss factors which contribute to poor communication such as, not listening, losing temper, leaving room, misinterpretation of non-verbal communication.
	Explain factors contributing to effective communication (C)	Discuss the following statement: Two people can best communicate on areas of overlapping backgrounds of experience.
	Demonstrate the importance of common background for effective communication (Ap)	Use overlapping circles to illustrate the common background of experiences which are the bases for communication in the following situations: (1) a girl and boy discussing football and (2) two football

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		players discussing the sport. Why should the illustration in the second situation have a larger overlapping area than the circles in the first situation? How may the overlapping area in the first situation be enlarged?
Group Dynamics		
Understanding the dynamic interaction of groups contributes to effective human relationships.	Define a group (K)	Determine what constitutes a group.
	Give examples of groups in everyday life (C)	Give examples of groups with which you are familiar such as, family, cliques, committees, and choir.
	Determine the reciprocal influence of groups and individuals (An)	Participate in a panel discussion and consider the following questions: How does one's self-concept affect his behavior in a group? Have you observed the "pecking order" at work in a group? Give examples. What effect does the group have on an individual such as, group expectations, behavior, character, and personality? What effect does the individual have on the group such as, leadership qualities and responsibility?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Empathy		
The ability to empathize contributes to effective human relationships.	Explain the role of empathy in human relationships (C)	Define empathy and explain its importance in human relationships. Listen to case studies to gain an insight into the feelings of the persons involved. With which character did you identify? Why? View a filmstrip explaining the role of empathy in human relationships.
	Discover the role of empathy in human relationships (Ap)	Participate in a role play, group discussion, and/or games. React to questions such as: How could empathy improve interpersonal relationships? What effect does empathy have on our actions? Can a person have too much empathy?
	Show ways empathy contributes to human relationships (Ap)	Coordinating Experience: Write a book report analyzing how developing empathy with the characters can contribute to self-understanding and to effective human relationships. How did your views change as a result of empathizing with the characters in the book?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Perception		
Ability to correctly perceive another's feelings contributes to effective communication.	Define perception (K)	Determine what is meant by perception. How is perception related to effective human relationships? View a filmstrip on perception. How are impressions formed?
	Explain the role of perception as an interpersonal technique (C)	Participate in role play, group discussion, and games to determine how perception affects behavior. Explain how you perceived a recent school event such as, an assembly program, pep rally, or election. How does your perception compare to that of your classmates? teachers? others? How does your perception affect your behavior? your classmates behavior?
Rights and Privileges of Self and Others		
Understanding the rights and privileges of persons involved contributes to effective interpersonal relationships.	Identify own provileges (K)	List privileges that your family allows. Compare this list to those of your classmates.
	Explain factors influencing personal privileges (C)	Discuss what determines the privileges an individual has at home.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Compare responsibilities assumed to privileges granted (An)	List responsibilities assumed at home compared to those of other class members. Discuss relationship of assuming responsibilities to earning privileges. List privileges and responsibilities related to school. Make a list of areas where there is a need for accepting additional responsibility.
Each individual must accept certain responsibilities in a democratic society.	Identify individual responsibilities (K)	Examine resources to determine individual responsibilities in a democratic society.
	Explain personal acceptance of family and community responsibilities (C)	Listen to resource persons such as, community leaders, law enforcement officers, or health officials, evaluate personal acceptance of family and community responsibilities. Discuss.
	Analyze acceptance of family and community responsibilities (An)	Coordinating Experience: Analyze your acceptance of family and community responsibilities.

CONCEPT: Self in the Future--Love Relationships

OVERALL OBJECTIVE: *Analyze role of dating in forming love relationships (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Stages of Love		
Mature love, like other forms of development, occurs in sequential steps; if any step is skipped, mature love is less likely to occur.	Define love (K)	Write your definition of love. Share with classmates. (Save for evaluation at end of unit.)
	Explain the stages of love (C)	View transparency, chalkboard diagram, or bulletin board on the stages of love: self-love; amoral; expedient; others--adults, same age, same sex, opposite sex (from group or crowd only, to limited qualifications, to very limited qualifications); love of the one (from infatuation through normal stages of development to mature love).
	Relate progression through stages of love to development of mature love (Ap)	Consider the following questions pertaining to the stages of love: Is it possible to skip a stage and still reach mature love? What may cause failure to proceed through all stages of love? Under what circumstances may a person repeat the stages of love? For example, divorce, death of mate. Why is it important to proceed through several stages of infatuation? What may happen

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		if a person married during the stage of infatuation? What are some characteristics such as, jealousy, focus on physical attraction only, failure to face reality, which may cause a person to progress only to infatuation? What are characteristics of mature love?
Understanding the difference between infatuation and mature love may lead to greater satisfaction in dating relationships.	Explain differences between infatuation and mature love (C)	Study information comparing love and infatuation. Bring advertisements to class that predict love or happiness for those who purchase the product. How can advertisements contribute to a false impression of mature love?
	Relate psychological differences between the sexes to dating behavior (Ap)	Select characteristics that differentiate between masculine and feminine dating behavior from case studies. View film to study the psychological differences between the sexes. Draw conclusions about the relationships between these differences and understanding the degree of commitment in a relationship.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Mature love implies an increased capacity to care about the well-being of another person and a realistic acceptance of that person.	Analyze situations characterized by infatuation or mature love (An)	Observe examples of infatuation or mature love on television programs, in school situations, or among peers. React using criteria for determining infatuation or mature love. Evaluate your personal definition of love to determine which stage(s) of love it exemplifies. How would you change your definition now?
Interrelationships of Love		
Development of mature love is related to other forms of development.	Compare development of mature love to other forms of development (An)	Discuss questions such as: How does one's personal character development affect a love relationship? Is personal maturity a factor in distinguishing between love and infatuation? How does a positive view of self help a person to become other person-centered rather than self-centered? How does one's stage of personality development affect a love relationship? React to the statement: You must love yourself before you can love another person. Coordinating Experience: For FHA, invite a minister to discuss: "The Meaning of True Love."

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Behavioral Codes and Mores in Dating		
Behavior codes reflect current attitudes in the youth culture.	Identify cultural differences in dating (K)	Use resource materials to study cultural differences in dating practices.
	Explain ways dating patterns reflect culture (C)	Give examples of different cultures' dating patterns. Which patterns are prevalent in your community? Share your knowledge about dating customs in other countries. Compare these to American customs. Discuss reasons for differences and similiarities. Listen to resource persons describe cultural differences in dating within this country.
	Demonstrate dating etiquette (Ap)	Role play dating situations depicting dating etiquette. Discuss proper and improper dating etiquette. Continue role play by reversing roles. For example, girl plays part of boy.
	Analyze ways society and culture determine dating customs (An)	React to the question: Are traditional role expectations applicable to contemporary dating situations? Why or why not?
Knowledge of dating patterns contributes to satisfying dating relationships.	Outline the reasons for dating (K)	Brainstorm to identify reasons for dating. Compile a class list of reasons for dating.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain the influence of the stages of love on dating patterns (C)	Discuss dating patterns to identify their relationship to the stages of love such as, group dating, casual dating, steady dating, and engagement.
Steady dating may have both advantages and disadvantages.	Point out advantages and disadvantages of steady dating (An)	Survey peers and adults to discover prevalent attitudes toward steady dating. Compile results and have student panel present the information from the survey. Summarize presentation. Discuss the differences between steady dating for convenience and steady dating as a type of informal engagement. List advantages and disadvantages of each. React to the statement: Being promised is an important step toward marriage.
Knowledge of dating terms contributes to effective communication about dating.	Explain dating terms (C)	Discuss current dating expressions in your school. Determine how use of terms vary from group to group. How may these expressions cause misunderstandings with parents? What terms do they use relating to dating? Correlate with current terms. Do any of the same terms have different meanings today? Write current dating terms and synonymous terms used by parents on cards. Distribute

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		one card to each class member. Try to pair the current term with the synonym used by parents.

CONCEPT: Self in the Future--Preparation for Successful Relationships in Marriage

OVERALL OBJECTIVE: *Evaluate factors contributing to successful relationships in marriage (E)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Factors in Mate Selection		
Knowledge of factors influencing mate selection may increase the likelihood of marital success.	Identify reasons for marriage (K)	Brainstorm to identify reasons people marry. Identify the reasons which could cause problems in marriage such as, status, pregnancy, avoidance of unhappy home.
	Identify concepts of a satisfactory mate (K)	List qualities you want in a marriage partner in three columns titled: necessary, important, and desirable. Use your list to rate a person you are presently dating or someone you would like to date. Identify: qualities the person does possess, qualities the person does not possess, and qualities the person may never possess. How does the person you are dating compare to your ideal list?
	Explain factors that influence one's concept of a satisfactory mate (C)	List several factors such as, parents or teachers, that have influenced your concept of a satisfactory mate. Explain why you listed each factor.
Complementary personalities contribute to marital success.	Cite the importance of complementary needs in mate selection (K)	Listen to a presentation on the importance of complementary needs in mate selection.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Interpret complementary needs and contradictory needs (C)	List on chalkboard needs which are contradictory instead of complementary. Consider needs such as: dominance vs. submissive, to nurture vs. to be nurtured, recognition vs. deference, to include others vs. to be included, and to give affection vs. to receive affection.
	Analyze the role of complementary needs in marriage (An)	Use case studies to identify complementary needs in marriage or situations where needs are in conflict. Discuss the following questions in relation to the case studies: What are some examples of contradictory needs such as, sociable vs. solitary, very thrifty vs. extremely generous? What happens if dominant marries dominant? What happens if submissive marries submissive? How does one's family influence his needs such as, a boy who has been dominated by his mother? Most people have a variety of needs. How are priorities of needs determined? React to the statement: The farther one partner is off-center, the farther the other one must go in the opposite direction to be a complementary partner.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Determine factors influencing selection of mate (An)	Coordinating Experience: Select the ten most important factors you would consider when choosing a marriage partner. Give reasons for your priorities.
Marital success is more likely when a couple has similar interests.	Infer common social and recreational interests that contribute to marital success (An)	Select from a list of pastimes the interests you would like to share with a mate. Compare your list with classmates' lists. Give examples from television shows or personal observation of instances where common interests have strengthened a marriage. Point out ways that individual interests may contribute to stability or instability in marriage.
A lasting marriage is more likely if there is similarity in social, economic, cultural, and religious backgrounds.	Point out possible problems of an inter-class marriage (An)	Distinguish between characteristics of the social classes in America and predict problems which may arise in inter-class marriages. Coordinating Experience: Give an oral report to the class on a book which tells the story of adjustments in an inter-class marriage. Discuss effects of cultural upbringing on individual attitudes toward marriage and childrearing.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Distinguish adjustments necessitated by interracial marriage (An)	Listen to married couples who have interracial backgrounds discuss problems and adjustments that must be made. Point out possible problems in an interracial marriage.
	Evaluate the role of religion in mate selection (E)	Listen to minister and/or priest speak on spiritual values which contribute to permanency and happiness in marriage. Discuss the religious conflicts of children reared in inter-faith homes.
Parental approval contributes to marital success and stability.	Analyze the influence of parental approval on marital success (An)	Write a paragraph on the topic, "But I'm marrying Joe--not his family." Share paragraph with class. Discuss the following: How does parental approval contribute to marital success? What problems may arise in a marriage entered without parental approval? List reasons for parental objections to a marriage. Which ones are justified?
Health may affect marital success.	Determine the influence of health as a factor in mate selection (An)	List on chalkboard physical traits which are inheritable. From personal observation, give examples of inheritable traits which could affect mental or physical health or life span. Predict how these hereditary traits could affect a marriage.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Discuss when and/or if a person should tell his fiancee about the possibilities of his passing on deficient genetic traits.
Similarity in educational backgrounds generally contributes to marital success.	Infer ways educational background is related to success in marriage (An)	React to the situation: Even though Jane and Tom had similar educational backgrounds when they married, will they continue to be compatible after Jane puts Tom through college? Discuss problems which may arise.
Age and maturity affect chances of marital success.	Distinguish the roles of age and maturity in mate selection (C)	Explore references to identify the role of age and maturity in mate selection. React to the following questions: How close should husband and wife be in age? How old should you be when you marry? Do age differences have the same significance for a couple ages 15 and 20 as it would for a couple ages 20 and 25? What role does maturity play in your answer? What problems do you envision for a couple with extreme age differences?
Teen-age marriages face more obstacles to success than most marriages of older couples.	Explain the advantages and disadvantages of teenage marriage (C)	View filmstrip on teen-age marriages.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Participate in a panel discussion on the advantages and disadvantages of teenage marriage.
Realistic financial planning contributes to likelihood of marital success.	Demonstrate ability to make financial decisions (Ap)	Plan a budget for newlyweds on the chalkboard. Include the following factors: take home pay for a high school graduate, realistic expenditures, and problems in balancing the budget.
	Analyze adjustment problems incurred in marriages with different backgrounds (An)	Listen to case studies about young people who are married and have different backgrounds such as, education, dating experience, social behavior, emotional maturity. Give opinions on why each couple may have adjustment problems. Make suggestions on how each couple could cope with or eliminate their problems. React to the statement: All marriages are mixed marriages.
	Evaluate readiness for marriage in relation to realistic concepts of marriage (E)	Coordinating Experience: For FHA, prepare an original skit titled "Successful Marriages Can't Be Built on Love Alone." Appraise characters' readiness for marriage. How realistic were their concepts of marriage?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Role of Engagement		
The engagement period offers partners the opportunity to develop compatibility, identify values, unify goals, integrate social patterns, and develop mutual responsibilities.	Identify functions of the engagement period (K)	Brainstorm to identify the functions of the engagement. Discuss the functions of the following questions during the engagement period: Do we really love each other? How can we get to know each other better? What is involved in moving from single to married status? in accepting responsibilities? in planning for future? in public announcement? in adjusting to each other's families? in planning the wedding?
	Explain functions of the engagement period (C)	Discuss the engagement period as an opportunity for establishing ties away from parents and accepting adult responsibilities. Discuss: Would you want your date to be your spouse? Relate answers to the statement: Every date is a potential marriage partner.
	Explain ways acceptance of adult responsibilities during the engagement period facilitates marital success (C)	View film to define adult responsibilities of each engaged partner. Draw conclusions.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Read magazine articles that illustrate the engagement period. How could the couple change any immature reactions involved so that adult responsibilities are accepted and practiced?
Courtship provides an opportunity for the couple to get to know one another.	Compare the length of courtship to adjustments in marriage (An)	Study resources to identify the relationship of courtship length to marital success. Examine statistical studies to broaden this concept. Coordinating Experience: Interview parents, lawyers, and/or marriage counselors to determine "ideal" length of courtship for a happy marriage. Compare and interpret their responses.
	Predict factors that contribute to establishment of compatibility in engagement (Ap)	Divide into buzz groups. Define the importance of compatibility in engagement as a determining factor in transition to marriage. Compare definitions. Refer to the predictive factors of mate selection discussed earlier. Relate these factors to compatibility during engagement.
Awareness of danger signals in engagement contributes to responsible decisions regarding marriage.	Determine danger signals in the engagement period (An)	Explore resources to determine danger signals in the engagement period. Give examples of danger signs. What action may be appropriate for each danger signal?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Determine possible outcomes of danger signals during engagement (An)	Role play situations that depict these danger signs. Analyze ways the problems could be solved and compatibility achieved. Discuss marriage problems which may occur if a couple ignores danger signs during the engagement period. Develop a bulletin board of road signs depicting danger signals during engagement.
	Analyze engagement situations to identify danger signals (An)	Examine case studies that exemplify conflict in the engagement period. How could the conflicts be resolved in a positive manner? Evaluate the results.
Knowledge of proper etiquette lessens guilt feelings and bitterness in cases of broken engagements.	Propose satisfactory ways to break an engagement (S)	Establish some guidelines for proper etiquette for both partners in case of a broken engagement. Draw conclusions about psychological and emotional problems connected with broken engagements. Debate the topic, "Broken engagements are better than broken marriages." Evaluate comments.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Roles of Laws and Customs		
Marriage is regulated in every society by laws and customs.	Recognize the role of laws in marriage (K)	Interview students and adults to ask why marriage laws and customs are important. Compile results and discuss.
	Identify legal requirements for marriage (K)	Study references to identify the legal requirements for marriage. What are specific requirements in your state regarding the following: age with and without parental consent, blood test, license, residence, blood ties, and ceremony or common law marriage? Report your findings to class.
	Explain annulment (C)	Define annulment. What are conditions for annulment? What does the law say about annulment?
Weddings should be planned to fit the couple's values, goals, standards, needs and wants, and resources.	Give examples of different types of marriage ceremonies (C)	Identify the types of marriage ceremonies.
	Relate the influence of individual values, goals, and standards to choice of marriage ceremony (Ap)	Discuss ways values, goals, and standards may help determine the type ceremony a a couple has.
	Explain the legal requirements of a common law marriage (C)	Listen to a resource person explain legal and/or traditional reasons for common law marriage. What are the advantages and disadvantages of such a marriage?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Summarize current laws relating to common law marriage.
	Point out the influence of family or religious customs on type of wedding ceremony (An)	Coordinating Experience: For FHA, collect pictures of various wedding ceremonies in other cultures. Arrange on a bulletin board types of ceremonies. Discuss the influence of the family and the church on these customs.
		Coordinating Experience: For FHA, listen to resource persons discuss marriage laws and customs.
The honeymoon allows the young couple opportunity to begin their marriage relationships in privacy.	Define honeymoon (K)	Read resources to find definitions of a honeymoon.
	Summarize purposes of a honeymoon (C)	Write answers to the question: What are the purposes of a honeymoon? Read answers aloud and compile a class list on the chalkboard.
	Prepare guidelines for planning a honeymoon (Ap)	Write statements describing an ideal honeymoon. Discuss statements and establish guidelines or criteria for a successful honeymoon such as, privacy, constancy with income, length of time, and advanced planning.
	Point out realistic concepts of a honeymoon (An)	Analyze concepts of honeymoon depicted in current publications against the facts you have learned about the honeymoon. What

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		are realistic expectations of a honeymoon?

CONCEPT: Self in the Future--Preparation for Successful Relationships as a Single Person

OVERALL OBJECTIVE: *Analyze factors contributing to successful relationships as a single person (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Society's View of the Single Person		
Our society's unfavorable view of the single person often pushes individuals into marriage.	List facts about single persons (K)	Answer the following true-false statements to clarify your understanding of single persons: (T) 1. There are more women than men of marriageable age. (T) 2. There are "old maids" and "old bachelors" who are married. (T) 3. Girls who live in cities have less chance for marriage than those who live in rural or outlying areas. (T) 4. Very few people remain single because they don't have an opportunity to marry. (T) 5. A larger percentage of girls who go to college remain single. (T) 6. The more education a woman has, the less likely she is to marry. (T) 7. Marital status may be a factor in job promotion. (T) 8. There are some people who should remain single. (T) 9. A single person may have a poor self-concept as a result of social pressure. (T) 10. There are higher rates of suicide,

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		alcoholism, and early deaths among both single men and women. (T) 11. The single status is more difficult, both psychologically and socially, for women than men. (T) 12. If one is not married to a spouse, society expects them to be married to a "cause." Discuss and evaluate your attitudes toward the single adult.
Society's view of the single person may influence his feelings about being single.	Identify society's view of the single person (K)	List society's attitudes toward single persons. How do these attitudes affect reactions to single people such as, teen-agers, young adults, middle-aged adults and persons in later years? Give examples.
	Illustrate society's view of the single person (C)	Collect newspaper clippings which reflect society's attitudes toward the single person. Discuss: Why do people often seem to push the unmarried into marriage? Coordinating Experience: For community activity, write and present a spoof on society's attitudes toward the single person.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Persons Who Choose Not to Marry		
Persons may choose not to marry for a variety of reasons.	Recognize reasons some persons choose not to marry (K)	View bulletin board which illustrates reasons people choose to remain single. Listen to a panel composed of unmarried career woman, elderly unmarried person, bachelor, priest, and nun discuss their feelings about being single. Participate in a question and answer session after panel discussion. Keep a record of answers to questions for future reference.
Some persons, because of physical or mental health, should not marry.	List reasons persons should not marry (K)	Brainstorm to identify reasons people should not marry. Consider the social and marital consequences resulting when these people do marry.
	Explain differences between couples who should not marry and those who should not have children (C)	Differentiate between couples who should not have children and those who should not marry.
Adjustments to Being Single		
Being single in a marriage and family oriented society requires special adjustments.	Recognize the advantages and disadvantages of remaining single (C)	List advantages and disadvantages of remaining single. What advantages and disadvantages did the panel discuss earlier?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		What problems were encountered by remaining single? What characteristics did the panel members have that helped them be successful single adults?
	Identify adjustments required by the single person (An)	List your personal suggestions for developing a happy and useful life as a single adult. Would the same suggestions apply to both sexes? Share your suggestions with class. Discuss problems a single adult may have in adjusting to being single. How does one's self-concept affect adjustment to the single status? Coordinating Experience: Analyze and suggest solutions to problems you may encounter in the future as a single person.
Characteristics of Others That Complement Self When selecting a companion, characteristics that complement oneself are an important consideration.	Identify factors that influence selection of a companion (K)	Collect advertisements requesting an individual for a companion. What characteristics are listed as desirable in a companion? Relate previous studies of personality needs, principles of attraction and values to selection of a companion or roommate.

CONCEPT: Self in the Community--Interrelationship of Family and Community

OVERALL OBJECTIVE: *Evaluate the interrelationships of the family and the community (E)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Successful Marriages		
Family structures and patterns influence marital success.	Define family (K)	Review definition of a family. Summarize reasons the family unit has endured and is a recognized unit in every society.
	Recognize the endurance of the family unit (C)	Debate: "The family is a dying institution" vs. "The family performs an important function in today's society."
	Describe various family authority patterns (K)	Define patriarchal, matriarchal, and autonomous authority patterns. Study cultures that practice each of these authority patterns. Identify advantages and disadvantages of each pattern.
	Describe differences between an extended family and a nuclear family (C)	Define an extended family and a nuclear family. List characteristics common to each family structure. Discuss the characteristics of the nuclear family such as, small, patriarchal and democratic. Relate the evolving of the small patriarchal family structure to the modern democratic family structure in America. How has this change affected the

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Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		family? What new family roles are assumed?
	Show effects of family structure and patterns (Ap)	Role play a family making decisions in the equalitarian and authoritarian manners. How are family roles influenced by the type of family structure? Coordinating Experience: Analyze the family structure and pattern of your family.
	Analyze the influence of family structures and patterns (An)	Research references on family structures and patterns that have influenced American families. Report to the class on reasons the extended family in Europe became a small, patriarchal unit. How did this change affect the American family structure. Study various cultures in America and analyze their family structures and patterns.
Understanding characteristics of marital success may help a couple avoid disillusionment.	List characteristics of a successful marriage (K)	Brainstorm to identify characteristics of a successful marriage. Compile a class list of the ten most important characteristics.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Predict effects of values, goals, and standards on marital success (C)	Observe the effect standards and values have on personal concept of a successful marriage. Discuss.
	Outline personal standards for success in marriage. (An)	Identify your personal standards for success in marriage. What were underlying factors which influenced your standards? How important is it for a couple to have similar standards? What effect might different standards have on family relationships?
	Analyze ways gratification of personal needs contributes to marital success (An)	Collect pictures or cartoons that illustrate conflict in marriage. How does marital success relate to fulfillment of personal needs? How many of these represent "tremendous trifles?" List trifles over which couples frequently disagree.
Knowledge of factors contributing to marital success may help a couple avoid disillusionment.	Identify factors which contribute to a successful marriage (K)	Study references to find factors which may contribute to a successful marriage. Make a class list.
	Estimate ways couples may contribute to marital success (C)	Work in groups to give examples of ways couples may use the factors listed previously to form a successful marriage. Report to class and explain reasons for each suggestion.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Preparation for successful marriage is facilitated by an understanding of marital adjustments.	Explain the need for adjustments in marriage (C)	React to the statement: "The ideal marriage has no need for adjustment." Identify adjustments which are common to all newlyweds, including: economic, in-laws, physical compatibility, social and recreational activities, religion, training and discipline of children, and tremendous trifles.
	Show needs for adjustments in marriage (Ap)	Role play a domestic scene in the early months of a marriage in which both husband and wife are trying to get each other to change certain habits. What causes their frustration? Collect pictures and cartoons depicting in-law relationships. Who is usually blamed for in-law problems? Compile rules for good in-law relationships.
	Compare adjustments in marriage throughout family life cycle (An)	Discuss ways adjustments will differ in each stage of the family life cycle.
Happy marriage relationships are dependent on conscious efforts of the marriage partners.	Produce evidence that illustrates necessary marital adjustments (Ap)	Study stories and articles on adjustments that newlyweds encounter. Coordinating Experience: Read books which give guidelines for establishing homes. Report to class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Role expectations of husband and wife may need to be altered to achieve satisfactory adjustments in marriage.	Identify role expectations (K)	List the tasks and responsibilities of the husband and the wife. Which are based on tradition? Under what circumstances may tasks be performed by either? What conflicts may occur in marriage over role expectations?
Family routines are related to stage in the family life cycle.	Identify factors affecting family routine (K)	Identify changes which may occur in family routines as the family moves from one stage of the life cycle to another.
	Summarize factors that influence family routines (C)	Discuss the following questions: How do factors such as, the stage in the family life cycle; family values, goals, and standards; influence the role of each family member.
	Predict factors influencing family routines (Ap)	Coordinating Experience: Write a report describing ways each of the following factors affect your family's routines: stage in the family life cycle; family values, goals, and standards; and occupation, health, and role of each family member.
	Distinguish masculine and feminine roles in assuming family routines (An)	View film on realistic concepts of marriage. Talk about areas which must be considered within the masculine and feminine roles in assuming family routines.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Listen to resource people from different stages of marriage discuss "Responsibilities and routines of marriage." What different solutions were presented for the same problem?
	Compile a list of routines to assume after marriage (S)	List responsibilities or routines that persons must assume after marriage (male and female). Compare these to responsibilities you already have assumed.
	Plan a presentation on family routines (S)	Present skit on "Typical Day in the Life of a Young Couple." Use different family situations. Include the tasks performed and routines followed by: husband in college, wife works, no children; husband works, wife at home, child at home; husband works, wife works, preschool child.
	Appraise realistic attitudes in assuming family routines (E)	Interview couples exemplifying the actual situations mentioned above. Compare to ideas presented in skit and determine how realistic class ideas were.
Conflict in marriage is one way of striving for marital adjustment.	Illustrate relationships between role expectations and conflict (C)	Role play situations in which husband's and wife's role expectations are in conflict. Repeat each situation to show how it may be solved more logically.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Knowledge of techniques for problem solving contributes to resolution of conflict.	Identify steps in problem solving (K)	View bulletin board or transparencies on the following steps of constructive problem solving: identify the problem, identify values and goals involved, consider resources, consider alternatives, consider possible outcomes, choose an alternative, put plan into action, and evaluate the results.
	Explain implementation of the steps in problem solving (C)	Discuss how problem solving steps are used in split second decisions, as well as in long term decisions. Determine how a working knowledge of the steps in problem solving could be beneficial in marriage adjustments.
Ability to resolve conflict effectively contributes to marital success.	Give examples of methods of resolving conflict (C)	Use case studies to explore methods of resolving conflict in marriage through compromise, one person giving in, tabling differences, or quarreling.
	Predict results of various methods of resolving conflict (Ap)	Discuss the following questions: If one person gives in, is the problem solved? What are the consequences of tabling differences by walking out of room or not reaching any agreement?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Knowing reasons people quarrel may help prevent or contribute to understanding of quarrels.	Identify the reasons for quarreling (K)	Brainstorm to identify reasons people quarrel. Are there benefits from quarreling? List the benefits.
Understanding types of quarreling contributes to establishment of effective means of settling family differences.	Illustrate constructive and destructive quarreling (C)	Differentiate between constructive and destructive quarreling. Give examples of each.
	Analyze the usefulness of quarreling (An)	Role play examples of constructive and destructive quarreling in dating, in engagement, and in marriage. Which method of resolving conflict was most helpful? Discuss the cumulative effects of quarreling. Respond to the statement: "Discussion is an exchange of intelligence. Argument is an exchange of ignorance." Discuss the statement: "Never let the sun go down on your anger." Debate advantages and disadvantages of the family conference for settling differences.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Developing criteria for measuring marital success may help a couple avoid disillusionment.	Interpret criteria for measuring marital success (C)	List the criteria for measuring marital success such as: permanence of the marriage, happiness of the husband and wife, satisfaction with the marriage, sexual adjustment, marital adjustment, integration of the couple, consensus, and companionship. Determine how each criteria plays a role in a successful marriage. Coordinating Experience: Develop your criteria of a successful marriage. Save to share with your marriage partner.
The family may influence the community in which they live by accepting their community roles and responsibilities.	Summarize ways families contribute to the success of the community (C)	Define community. Discuss ways in which a family may contribute to the success of a community.
	Demonstrate the role of families in the success of the community (Ap)	Collect newspaper articles illustrating ways families have affected the community. Does society have something at stake in marriage? Give examples. What is the relationship of stable marriages to a strong community?
	Associate stability of family with stability of the community (An)	Write a paper on "A neighborhood or community is only as good as the families who live there."

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Use of community resources contributes to the successful functioning of the family.	Identify community resources available to the family (K)	List resources available in the community which could contribute to a successful marriage such as, church, ministers, and counselors.
	Illustrate the use of community and family resources (C)	Give examples of ways that families may make use of these resources. Interview senior citizens and young married couples to identify the role senior citizens play in helping stabilize young marriages.
	Demonstrate the importance of community resources (Ap)	Coordinating Experience: For community activity, prepare an article for school or community newspaper on resources available to the family.
Coping With Family Stresses and Crises		
A crisis may be any thing which disrupts normal family functioning.	Define family crisis (K)	Define crisis using the dictionary. Relate the definition of crisis to its meaning in the family.
	Identify types of crises that affect the family (K)	Categorize crises under the following headings: dismemberment (divorce, death, dissertion, marriage, children going away to college, war); addition (birth of child, grandparents coming to live, adoption,

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		married children coming to live, grandchildren living in home); disorganization (role conflict, homosexuality, financial problems, adultery, alcoholism, drug addiction); demoralization (juvenile delinquency, loss of job, bankruptcy, criminal acts, adultery).
Severe stresses may contribute to family disintegration or harmony depending on how they are handled.	Relate the steps in decision-making to handling a family crisis (Ap)	Listen to a clergyman outline the use of steps in decision-making in coping with crisis such as, a death in the family. Listen to a lawyer explain the decisions which must be made regarding divorce and adoption. View a film or read a story on a family crisis. List the decisions the family had to make. Did you agree with their solutions? How would you have acted differently?
	Develop procedures in handling a family crisis (S)	Select a crisis. Explain how you would handle the crisis using the steps in the decision-making process. Participate in a field trip to a funeral home to gain an understanding of the factors involved in making funeral arrangements. How is death a family crisis? Which type of crisis is it?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Write a paper titled "Benefits of Knowing How to Handle Crises." Coordinating Experience: For FHA, listen to a minister or marriage counselor explain the kind of family crises that encourage people to participate in counseling. Discuss the recommendations that he would make for preventing these crises. What procedures are recommended for handling the crises?
	Determine how family solidarity effects ability to cope with family crises (An)	Discuss the questions: When does family conflict become family crisis? Give examples. How does family solidarity affect the family's ability to cope with crises?
Divorce is a crisis which may necessitate outside aid for the family.	Analyze problems caused by divorce (An)	Discuss divorce as a family crisis. the Take a field trip to family court to observe procedures of divorce, and/or child custody cases or listen to a lawyer or judge explain family laws of the state such as, divorce, child custody, and property settlement, and other problems caused by the crisis of divorce.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Infer how one's personal philosophy of life affects his ability to cope with crises (An)	Discuss how one's philosophy of life affects his ability to cope with a crisis.
Knowledge of community resources may aid the family in time of crisis.	Identify sources of aid to families in stress (K)	List sources of aid for families in stress such as, marriage counselors, religious leaders, legal counsel, medical advice, and juvenile departments. How might these resources vary from community to community?
A family crisis may directly or indirectly affect the entire community.	Evaluate the effect of family crises on the community (E)	Coordinating Experience: Read periodicals or books about family crises. Give an oral report to class evaluating the effect of family crises on the community.
	Determine ways a family crisis may result in constructive community action (An)	Discuss how a family crisis may promote community action. For example: the drowning of a child may result in adding a lifeguard; a traffic light may be provided at a school crossing because of an accident; or city-wide vaccination for pets may result from a rabies incident.

CONCEPT: Self in the Community--Family in the World Community

OVERALL OBJECTIVE: *Assess the family's role in the world community (E)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Family in the Social Structure		
Acceptance of citizenship responsibilities contributes to providing a favorable environment for family living.	Explain family citizenship responsibilities in the world community (C)	Compile list of citizenship responsibilities. Discuss implications for individual and family members.
	Discover priority of citizenship responsibilities of the family (Ap)	Poll the student body to determine priority of citizenship responsibilities. Tabulate results of poll and make available to student body through the school newspaper.
		Relate the role of citizenship responsibilities of the family to the world community.
		Coordinating Experience: For community activity, write an editorial on citizenship responsibilities. Submit your paper to community or school newspaper.
Ecology is the responsibility of every individual and family.	Define ecology (K)	Brainstorm to reach a definition of ecology. Collect newspaper clippings that illustrate the ecological movement.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Summarize current ecological concerns (C)	Read current books and/or articles on ecology and give oral report to class. Relate your readings to the family's ecological responsibilities. Construct a bulletin board consisting of pictures depicting ecological problems.
Ecology is facilitated by acceptance of responsibility for solving ecological problems.	Relate methods of alleviating or preventing ecological problems (Ap)	List areas of world ecological concern. Compare to ecological problems in your community or neighborhood. How many problems are similar? Discuss methods of preventing or alleviating these problems. How can the family help solve ecological problems? Coordinating Experience: For FHA, listen to a guest panel consisting of various student leaders discuss the topic, "What My Generation Can Do to Change Attitudes and Actions Toward Ecological Problems." Participate in a question and answer session to clarify role of teenagers in preventing ecological problems. Coordinating Experience: For FHA or community activity, present a program on the family's ecological responsibilities.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze the role of the individual in preventing ecological problems (An)	Identify things you have consciously or unconsciously done within the last week to contribute to pollution such as: littering, throwing away materials which could be recycled, etc. What should you have done in each instance?
Legislation is one aspect of solving ecological problems.	Determine how legislative action affects ecological problems (An)	Write for materials on recent legislation concerning ecology. What effect does legislation have on ecology such as: pollution control regulations, licensing for hunting and fishing, and control of food and drug additives.
	Appraise personal values and attitudes toward ecology (E)	Evaluate your attitudes and values toward ecology by discussing the statements, "I know over-population is a problem, but I still want four children" or "I know I should vote for the anti-pollution bill, but I don't have time." Determine your values and attitudes about ecological changes by completing a list of open end statements such as: I would like to have _____ number of children. After camping, I would _____ the garbage. I would care for my yard by _____.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Compare your answers to appraise general attitudes of the class toward responsibility concerning ecology.
	Compare over-population to ecological problems (E)	Use a mortality table from an insurance company as a basis for discussing ways the death rate affects the population growth.
	Interpret the effects of ecological problems on present and future life (C)	Illustrate the effects of ecological problems on present and future life. Summarize.
Social life enables the family to effectively relate to the community.	Name social activities for family enjoyment (K)	List social activities and club or organizations your family enjoys. Compile a class list.
	Give examples of ways families can relate to the community (C)	Identify ways the activities you listed allow your family to relate to the community. How may these activities improve family relations?
Effective use of leisure contributes to family harmony.	Distinguish between contemporary and past uses of family leisure time (An)	Compare and contrast contemporary recreational activities to activities of your grandparents' generation. What are the similarities and differences?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze the effect of family use of leisure on the community (An)	Discuss ways values, goals, and standards determine family's use of leisure. What effect will the family's use of leisure have on the community? How can family use of leisure contribute to family harmony as well as better community relations? Coordinating Experience: For FHA, work with FFA to plan a family fun night.
The family has responsibilities for supporting healthful community recreational facilities.	Determine the role of the community in providing opportunities for family growth (An)	Contrast two community situations to illustrate differences in opportunities for growth and development of children from affluent families, poor families, and different races. Compile a list of characteristics describing an ideal community. How does this list compare to the community where you live? Who is responsible for providing the type of community desired? What is the family's role in meeting these responsibilities? What is the individual's role toward these responsibilities? How can individuals and families help in establishing, maintaining, and supporting community agencies?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze the interrelationships of family responsibilities and world community responsibilities (An)	Discuss the following statement in relation to the individual in the community: "No man is an island." Study a visual on the stages of interrelationship between the family and the world. Show relationships between world, nation, state, community, and family. Identify positive and negative influences that the family has on the components of the world community.
Community recreational services may contribute to family leisure time enjoyment and to family harmony.	Identify community services available to the family (K)	List recreational services available to the family through the community such as, swimming lessons, art and craft lessons, etc. Debate advantages of the community providing services for the family vs. the family providing their own services.
	Describe legislation related to the family (C)	Research the laws in your state which affect the family such as, marriage, child care, divorce, wills, and property. Establish the purposes of family laws.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain the influence of family-oriented legislation on family members (C)	Discuss the pros and cons of recent changes in family laws such as, common law marriages, marriage age and requirements. What effect does family-oriented legislation have on individuals and families?
Culture and the Family		
Respect for variations in family and cultural patterns contributes to better human relationships.	Describe the role of culture in America (C)	Write a paragraph on why America is called "Melting Pot of the World." Share with class members and compare ideas.
	Define culture (K)	Brainstorm to define culture.
	Identify cultures represented in own community (K)	Identify various cultures within your community. Discuss the origin of the different cultures.
	Explain the influence of culture on families and communities (C)	Give examples of specific traditions and holidays which are unique to various cultural groups. What effect does cultural background have on holiday customs?
	Infer how the ability to understand different cultural groups contributes to better human relationships (An)	Discuss ways in which people from different cultures are often stereotyped. What influence could this stereotyping have upon the family and the community? How are cultural backgrounds reflected in television productions? Do mass media programs

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		contribute to a better understanding of individuals from a different cultural group such as, sharing views on life, defining terminology, and sharing recipes.
The family may contribute to the preservation of cultural variety in America.	Analyze ways the family contributes to preservation of culture (An)	Listen to a student or resource person explain how traditions and customs have been preserved within his family. How does one decide which customs to discard? Coordinating Experience: For FHA or community activity, present a holiday program on customs from various lands which are still being observed by many Americans.
	Explain acculturation (C)	Define acculturation. What pressures are exerted on families to adopt customs of the major cultural group in an area?
Impact of Change		
Social change often strains the family unit.	List the causes of social and psychological changes in contemporary society (K)	List causes for the psychological stresses that families and individuals experience as a result of technological and ecological change. For example: noise, mobility, job opportunities for women, and pressures for decision-making.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Rapid technological advancement precipitates change in the family.	Identify technological changes which influence the home and community (K)	Cite recent technological changes. Compare them to technological changes since the mid-19th century. How do you account for the tremendous acceleration of change in the past twenty years?
	Explain the influence of technological change on the family (C)	Discuss the effect of the following current products of technological advancement on the family: industralization and urbanization, mobility, labor saving devices, mass media, and medical achievements.
	Relate technological change to change in the family (Ap)	View a film on ways technological change affects the family. What determines the affect of change upon the individual or family? How does perception of change influence the family's ability to cope with change? Consider the advantages and disadvantages of changes in the family resulting from technological change.
The family and the environment are interdependent.	Analyze the influence of ecological change upon the family (An)	Divide into buzz groups and discuss the following questions: In what ways might ecological changes cause personal values to change? How can ecological problems cause changes in family life style

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		and size? How can increased education help families to adapt to ecological changes? Draw conclusions.
The family in contemporary society needs the ability to understand and assimilate change.	Distinguish the importance of the ability to adapt to change (An)	Brainstorm to identify ways the family can cope with these stresses. Summarize findings. Read case studies illustrating situations in which a family can or cannot cope with the stress of change. Identify constructive ways to adapt to the change. Relate ability to cope with change to general ability to cope with ordinary family adjustment problems. Coordinating Experience: For FHA or community activity, present a comical skit or play illustrating ways to adapt to change.

CONCEPT: Family as Managers and Consumers--Elements of Management

OVERALL OBJECTIVE: *Evaluate the role of the elements of management in achieving family goals (E)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Values, Goals, and Standards		
Values, goals, and standards motivate and give purpose and direction to management.	Define values, goals, and standards (K)	Arrange a bulletin board display entitled "I Wish These Were Mine." (Include 10-12 items such as: football, tape deck, mod clothes, cowboy boots, auto, make up mirror, senior ring, etc.) Choose the two items you want most and give reasons for your choices. Discuss reasons for differences in individual choices. Read information from various sources about values, goals, and standards. Develop definitions for class use. Use these definitions to categorize your reasons for choosing the two items from the board as reflections of values, goals, or standards.
	Distinguish among values, goals, and standards (An)	Watch a family television program to distinguish the apparent values, goals, and standards depicted.
Understanding values, goals, and standards contributes to satisfaction derived from management.	Predict the influence of values, goals, and standards upon choices made (Ap)	View transparencies illustrating each of the following: places to live, ways of spending money, personality types, and interests. Select the picture from each

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		category that you prefer. What values do your choices reflect? What goals will they lead to? Are these consistent with your standards?
	Analyze the influence of values, goals, and standards upon decisions (An)	Write a paper identifying your values, goals, and standards in one area of your life such as, education. Analyze the affect on decisions made.
Resources		
Creative and effective use of personal, family, and community resources contributes to successful home management.	Name personal, family, and community resources (K)	List and describe resources commonly available to individuals and families. Group them as human or material resources and as personal or public resources.
Resources are useful and limited.	Identify uses for specific resources (K)	Play a rhythm game in which the group leader names a resource. Group members respond by naming a use for this resource. The same use must not be given twice. Continue until someone cannot name a new use for the resource. The person who misses is the new leader. The teacher may be the judge to determine whether two suggestions are the same.
	Estimate limitations on various resources (C)	Brainstorm to list as many limitations as possible on a given resource. Consider both quantative limits such as, 24 hours

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		in a day being a limitation on time, and qualitative limits such as, managerial ability. Tell what resources would likely be most limited to people such as, a high school boy in a wheelchair, a working wife and mother, a retired couple, a one-parent family.
	Predict the availability of resources throughout the family life cycle (Ap)	List under each stage in the family life cycle the resources that would be most plentiful and those that would be most limited.
	Solve problems involving resource use (Ap)	Draw from a box a problem requiring management. For example: Sue needs a new dress for a party on saturday night. Identify possible combinations of resources which could solve the problem. Predict ways each solution could limit resources available for other purposes.
	Analyze the effects of a purchase on family resources (An)	Study the effects of a purchase such as, a sewing machine, on various family resources. Consider time, money, skills, and attitudes.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Effective use of resources contributes to efficient management.	Predict combination of resources suitable for reaching a given goal (Ap)	Think of two goals you hope to reach. Explain or show how you can use different forms or combinations of resources to reach these goals.
	Evaluate resource use in a given situation (E)	Write a paper describing a situation in which you have used resources to good advantage. Describe a situation where you feel you did not make wise use of your resources. Justify your conclusions.
	Infer the effects of management upon achievement of success and happiness (An)	Determine possible outcomes if one used his resources irresponsibly. Complete this statement: Responsible management of resources is important because _____.
Resources may be developed, interchanged, and increased.	Show how resources may be substituted for one another to reach the same goal (Ap)	List as many resources as you can which are available to your family. Star the ones used most frequently. Place an "X" beside those which are seldom or never used. Name situations in which the seldom or never used resources could be used instead of those frequently used.
	Demonstrate how resources are interdependent (Ap)	Work in small groups to develop a case study of the people described above. Include plans for using alternative resources and creating new ones. Show how the use of one resource influences the availability of another.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	List skills which may be developed to increase resources available (K)	Brainstorm to identify skills which may be developed or increased such as, refinishing furniture, knitting, sewing, and simple home repairs.
	Explain how skills may be exchanged to increase family resources (C)	Discuss ways families may increase their resources by exchanging skills. For example, Mrs. Jones makes curtains for Mrs. Smith, while Mrs. Smith's husband repairs Mrs. Jones's washing machine.
Needs and Wants		
The ability to distinguish between needs and wants promotes responsible management.	Identify needs and wants (K)	Study references to clarify the difference between needs and wants. Discuss. Watch a flannel board presentation to review Maslow's hierarchy of needs. Find realistic examples to illustrate the various needs. Coordinating Experience: List your needs and wants under columns headed "Needs" and "Wants."
When needs and wants exceed resources, priorities must be established so that the family's more important goals are reached.	Define priority (K)	Define priority. How does establishing priorities relate to meeting family needs and wants?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain the establishment of priorities in each stage of the family life cycle (C)	View a picture of a family. Write a case study about the family in the picture. Include the following: stage in the family life cycle, needs and wants indicated by that stage, and priorities for needs and wants. Compare your list of needs and wants to those of classmates. How did they differ? Why? What needs and wants did you place in high priority? Why? How did these compare to the priorities of classmates?
	Illustrate the needs and wants related to the stages of the family life cycle (C)	Collect pictures of family needs and wants. Divide into groups according to the stages of the family life cycle. Develop a presentation of needs and wants for each stage. Justify your selections. Use the collected pictures to stimulate your thinking. Present your list of needs and wants to class. Compare with lists representing other stages in the family life cycle.
	Describe the role of values in establishing needs and wants (C)	Discuss these questions following each presentation: What values do these needs and wants reflect? What priority would families in this stage give to these needs and wants? Under what circumstances might values and priorities be altered?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Values, goals, and standards determine perception of needs and wants.	Identify factors which influence needs and wants (K)	Brainstorm to identify factors which influence a family's needs and wants such as, family size, composition, income, social status, stage in the life cycle, values, standards, and goals.
	Give examples of the influence of factors on needs and wants (C)	Interview two families with similar size, composition, income, social status, and at the same stage in the life cycle. Ask them to list their needs and wants for the coming year. Compare their lists. How are they similar? different? How do you account for the differences?

CONCEPT: Family as Managers and Consumers--Management Process

OVERALL OBJECTIVE: *Utilize the elements of management in personal and home living (S)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Decision-Making		
Although decisions can be made in different ways, they are likely to be more satisfying when thinking and reasoning are used in making them.	List ways decisions can be made (K)	View a visual aid illustrating the following steps in the decision-making process: identify the problem, identify values and goals involved, consider resources, consider alternatives, consider possible outcomes, choose an alternative, put plan into action, and evaluate the results.
	Illustrate use of the decision-making process (C)	Read a case study of a family making a decision and point out the steps in the decision-making process illustrated in the case study. Coordinating Experience: Keep for a day a record of the decisions you made. Which were made using the steps in decision-making? Which were habitual?
	Demonstrate the use of the decision-making process in problem-solving (Ap)	Work in small groups to solve a given problem following the steps in the decision-making process.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze the satisfaction derived from using the decision-making process (An)	Compare your solutions with those of other groups. Which solution seems most satisfactory? Justify your answer. Show how the solution for the same problem may be different under different circumstances.
Knowledge of factors affecting management contributes to more effective management.	Distinguish factors affecting management and decisions (An)	Brainstorm to list factors affecting management and decisions. Consider social, economic, physiological, and psychological factors. How does stage in the family life cycle affect management? What role do values, goals, and standards have in management? How do resources affect management? needs and wants? How do family communication and interaction affect the success of management?
Personal and family interaction influence decision-making.	Plan ways to involve family members in decision-making (S)	Divide into family groups and assume family roles to solve typical family problems. Present one or two of the solutions to class. How could brainstorming result in more effective family communications? What other methods could improve family communication in decision-making?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Evaluate the influence of family interaction on decision-making (E)	Coordinating Experience: Work with your family to experiment with various techniques of communication. Which one worked best for your family? Why? Do you feel that your family has a better understanding of the importance of good communication than before your experiments?
Although group decisions are not necessarily better than the strongest person in the group could make alone, group decisions may promote better relationships among persons concerned with the decision.	Explain processes in group decisions (C)	Brainstorm to identify ways individuals with different backgrounds and opinions such as, a family group, can work together on important decisions.
	Evaluate effects of group decisions (E)	Show how effective decision-making may foster more satisfying relationships among group members and of group members with outsiders. Coordinating Experience: Work with your family to make an important decision using the family council. Report the results of your decision. Were family members satisfied with the decision? Why or why not? Did use of the family council improve family communication?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Effective use of the management process may enable the individual and family to reach desired goals, provided resources are adequate.	Use management process to achieve goals (Ap)	Read a case study of a family that reveals several goals desired by individual family members. As a class, list goals revealed in the case study. What individual values do these goals reveal? What family values are apparent? What conflicts are there between individual and family values? Considering the values revealed, arrange the goals according to the priority you think this family would give them. (Be objective.) What circumstances may cause this family to change the priority given to each goal? If certain goals could not be reached, what satisfactory substitutions could be made? How can they make these decisions?
Within families, as in other groups, cooperation is essential for successful management.	Determine ways goals of family members may be adjusted to minimize conflicts (An)	Discuss the following statement: Often a group member will find it desirable to adjust his goals to meet the needs of the group. Under what conditions may this be true? How may it be done? What may be some ways conflicts or disagreements among group members can be resolved? How may the role of parents differ from those of other members of the family?
	Demonstrate procedures in reaching goals (Ap)	Work in small groups to select one of this family's goals. Apply the management process to achievement of this goal. Select an individual goal of one of the

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		family members and apply the management process to the achievement of this goal.
	Summarize factors influencing management (S)	Write a paper summarizing the factors influencing management.
	Evaluate effectiveness of family communication and interaction (E)	Coordinating Experience: Study resources on communication and interaction. Observe communication and interaction among family members in making a decision affecting the whole family. Evaluate in light of your study.
Goals should be changed if they are unrealistic or outmoded.	Explain reasons goals cannot always be reached (C)	Debate the following issue: "One's goals can always be reached if one tries hard enough to attain them." Under what conditions may it be difficult, if not impossible, to reach one's goals? How can one save face with himself when a goal cannot be reached? Under what conditions may one goal be substituted for another? Give examples.
One decision affects another.	Distinguish the effect of one decision on another (S)	Work in groups to describe an individual or family situation. List resources available, needs, wants, and goals. Choose one need or want to satisfy. What effect does the decision to satisfy this need or want have on resources available for satisfying other needs or wants? For example, if family members choose to buy

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		a new television, they may not have money to buy a new chair, a washing machine or some other item. In addition, they may not be able to go to the movies or other entertainments. The family may have to give up other things which could have been bought with that money. However, if all members of the family want the new television, they do not object to giving up other things in order to purchase what they want.
A major decision causes a chain of reactions requiring futher decisions.	Give examples of how one decision requires additional decisions (C)	Develop a bulletin board to illustrate the dependency of one decision on another. The reaction of a row of dominoes if one domino is knocked over (each domino representing a decision resulting from the one knocked over) or a chain showing one decision following another as links of the chain might be used as an illustration. Describe decisions which may result from a decision such as, the decision of the homemaker to find a part-time job.
Once a decision is made, many smaller decisions must be made.	Identify decisions which may result from a major decision (K)	Brainstorm to identify decisions which might result from a major family decision such as, moving to another city, wife getting a job, or buying a new car.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Decision Control		
Control of human and non-human resources is necessary to implement a decision.	Define control as it relates to management (K)	Define control. Relate control to putting plans into action.
	Explain importance of control in management (C)	List two situations in which plans were not controlled. What were the consequences? For example, if the oven temperature is not set properly, what would happen to one's plan to serve cake to guests tonight? Discuss the following questions: Why is it important to exercise control over one's plans as they are put into action? What are the purposes of control? What are the advantages of control?
	Illustrate how the manager controls human resources in achieving a specific goal (C)	Work in groups to identify controls the manager has over human resources such as, abilities and skills, attitudes, knowledge, energy, as he/she carries out decisions? Work in groups to identify controls over human resources which might be involved in situations such as, baby-sitting, working on a decoration committee, refinishing furniture, making the honor roll.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Determine why controlling is useful in working with others (An)	Study resources to identify ways the manager can control her plan when working with others. For example, if you are working with other family members in the kitchen, what controls can you use to see that the meal is prepared as planned?
	Illustrate controls the manager has over material resources (C)	Brainstorm to identify controls the manager has over material resources such as, material goods, money, and community facilities. List checking devices homemakers use every day such as, the clock, temperature control, thermometer, speed indicator, etc.
	Give examples of how material resources can be controlled to achieve specific goals (C)	Identify controls the family may use over material resources in situations such as, buying a new dress, using credit, finding inexpensive recreation, borrowing a book from the library. Coordinating Experience: Identify controls you exercised in an activity such as, making a dress, working on an FHA committee, preparing a simple meal, spending your allowance.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Recognition of managerial behavior and factors affecting family management contributes to the ability to use the management process.	Recognize management problems (K)	Interview a number of persons such as: homemaker-wage earner, full-time homemaker, husband of homemaker, bachelor, elderly adult, beginning homemaker, teen-ager, etc., to ascertain what they consider to be their managerial successes and difficulties.
	Explain factors that influence both personal and home management (C)	Discuss the following questions: What factors influenced the personal and home management of each of the persons you interviewed? What did they consider possible reasons for their strengths and weaknesses?
Decision Evaluation		
Evaluation involves determining the degree to which goals were reached and the effectiveness of procedures used in reaching them.	Describe the role of evaluation in management (C)	Discuss the following questions: What does it mean to evaluate a decision which has been made and carried out? What is involved in evaluation? Why is evaluation a desirable part of management?
	Identify procedures for determining whether goals have been reached (K)	Brainstorm to identify questions one might ask to determine whether he has reached his goals.
	Use evaluation to determine whether goals were reached in a given situation (Ap)	Read a case study involving a decision which was made and carried out. Were goals reached? To what extent? Why? What changes would you have made in the decision or in the way it was carried out?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Coordinating Experience: Evaluate a decision you have made and carried out recently. To what extent did you reach your goal? What changes might have been made in the original decision or in the way it was carried out? Were your goals reasonable?
	Identify procedures for determining whether resources have been used effectively (K)	Discuss means the family might use to determine whether they have employed various resources to the best advantage.
	Use evaluation procedures to determine whether resources were used effectively in a given situation (Ap)	Read a case situation and determine ways resources might have been used to better advantage.
	Determine ways that evaluation may be used to improve future decisions (An)	Discuss ways evaluation can be used to improve future decisions in terms of goals and in terms of resource use. Evaluate decisions made for specific situations in light of resources used and goals achieved.
	Explain management terminology (C)	Work in small groups to develop a cross-word puzzle of management terms. Exchange puzzles among groups and complete.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Understanding the factors affecting family management contributes to more efficient managerial behavior.	Analyze management problems (An)	Select two or three management difficulties and use the management process to propose alternative solutions to each problem. In each situation, point out which step in the management process is the strongest and which is the weakest. What values, goals, standards, and resources would be reflected in each alternative? How did social, economic, physical and psychological factors affect the alternative selected? How did the stage in the family life cycle affect the alternative selected?
Successful management in the home depends on cooperation among family members.	Select criteria for evaluating home management decisions (Ap)	Identify criteria which you would use in measuring the success of home management in achieving personal and family goals.
	Determine how management can improve relationships in the family (An)	Listen to a family or marriage counselor discuss causes of conflicts among family members and methods of resolving conflicts and promoting cooperation among family members. How can management help foster satisfying human relationships? What managerial problems frequently cause conflict among family members?
Criteria for effective management aids both in managing and in evaluating the quality of management.	Develop criteria for evaluating effectiveness of management (S)	Work in groups to develop criteria for effective management. What techniques aid in planning? Consider fitting the individual or group, flexibility, realism in success

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		of plans. What factors affect the success of the plan in action? How do checking devices, promptness in checking and adjusting, new decisions, and flexibility affect success in the control step? What role does supervision have in the control step? What questions can help the manager evaluate the success of her plan? What difficulties may the manager have in evaluating herself? Share with class in an interesting way. Discuss the following as criteria for evaluating the effectiveness of management: emphasis on human (not material) values, goal attainment, satisfying family relationships, well-being and development of family members, and effective citizenship.
	Evaluate a personal management decision (E)	Coordinating Experience: Choose a short-term goal important to you and follow the management process to devise a plan for achieving this goal. Be specific in planning. Carry out your plans. Evaluate your degree of success by the guidelines developed in class.

CONCEPT: Family as Managers and Consumers--Managing the Home

OVERALL OBJECTIVE: *Analyze the use of time, energy, and money in reaching family goals (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Using Time and Energy		
The management of the interrelated resources of time and energy is known as work simplification.	Identify principles for using time and energy (K)	Study references to identify principles for using time and energy involving changes in hand and body motions, in work and storage space and equipment, or in the product.
	Give examples of techniques for using time and energy (C)	Give examples of each type of change. Share with class.
	Demonstrate ways to apply techniques for using time and energy (Ap)	Work in groups to perform tasks such as, food preparation, dishwashing, laundering, bedmaking, or cleaning. Perform the task, then determine ways to simplify it. Perform the task again and let the class evaluate to determine whether improvement was made. Coordinating Experience: Apply work simplification techniques to a task for which you are responsible. Did you save any time? energy? Was the quality of the task improved? Would you use these techniques again? Would you consider using these techniques for saving time and energy for other tasks?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Relationship of Time, Energy, and Money		
Effective time management contributes to the achievement of personal and family goals.	Identify reasons for time management (K)	Keep a record of how you spend your time for one week. Study your record and list your apparent goals. Are these the same goals you thought you were striving for? Do you feel that you could have made better use of your time in order to reach goals which are important to you?
Demands on time vary with the stage in the family life cycle.	Explain influence of family life cycle on time management (C)	Develop a questionnaire for interviewing men and women representing different stages in the family life cycle to identify demands on time during the different stages. Include such questions as the following: What are the most time-consuming aspects of living for you? How are home-making responsibilities divided among members of your family? Which home tasks do you like best? least? why? Which tasks are most fatiguing? In what outside activities do you participate regularly? How much time do you spend in them?
	Identify factors affecting time management (K)	Interview your father or mother to learn how they spend their time for one weekday. Identify their place of residence and employment status. Compare the amount of time spent for various purposes. Discuss and draw conclusions.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Identify guidelines for effective time use (K)	Study references to find guidelines for effective time use. Share your findings with class.
	Summarize information on making time plans (C)	Study references on making time plans. Summarize information on peak loads, sequence of activities, time required for different activities, time for emergencies, and work curves.
	Identify techniques in effective time management (K)	Interview a student who appears to manage his time effectively. What techniques does he use? How does he divide his time among study, school activities, and social and personal life?
A balanced use of time promotes the individual's physical and mental well-being.	Explain the importance of balancing time expenditures (C)	Explain reasons for balancing time spent for work, rest, and leisure.
	Analyze time plan (An)	Coordinating Experience: Make a time plan for three days using your values, goals, needs, and wants as guides. Beside each activity record whether you accomplished, partically accomplished, or did not accomplish each task. If you did not accomplish a task, record how you used that time. How well did you estimate your time? Did you allow too much? too little? on what job? Did you stick to your plans most of the time? Some of the time? little of the time? Why? If you

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		allowed too little time for a task, how much more time was needed? Did you re-schedule tasks not accomplished? How could time spent on some tasks be shortened? What have you learned from this experience?
Effective energy management contributes to achievement of personal and family goals.	Identify factors that contribute to energy (K)	List factors which contribute to our energy such as: good health, proper diet, and rest; work habits; environmental conditions (temperature and humidity, noise, beauty and orderliness, work area, lighting); human relationships; and dress.
	Identify energy demands on the homemaker (K)	Describe demands on the energy of a homemaker at different stages in the family life cycle.
		Brainstorm to identify activities frequently performed in the home. Classify each activity as light, moderate, or heavy in its demands on energy.
	Identify labor saving devices (K)	List the labor saving devices in your home. How do these contribute to effective use of energy?
	Give examples of efficient body movements (C)	Demonstrate to the class your findings regarding alignment of body parts, effective use of muscles, rhythm, center of gravity, and momentum.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Understanding factors contributing to fatigue helps the homemaker make better use of her energy.	Identify types of fatigue (K)	Name an activity you can pursue for a long time and not feel tired. How do you account for this lack of fatigue?
	Explain types of fatigue (C)	Explain the difference between physical and psychological fatigue. How can each type of fatigue be avoided? How may one's attitudes toward his work produce fatigue? What kind of fatigue?
	Illustrate types of fatigue (C)	Give an example of fatigue you have experienced. What caused your fatigue? Could you have prevented it? How?

CONCEPT: Family as Managers and Consumers--Consumer Education

OVERALL OBJECTIVE: *Point out ways being an informed consumer contributes to the achievement of family goals (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Income		
Family income may be acquired from numerous sources.	Identify sources of income (K)	Interview a local or nearby employment agency official or a banker to learn how families in the community earn their incomes.
Types of family income include money income, real income, and psychic income.	Describe types of income (C)	Define and give examples of the types of income (money, real, and psychic). Explain how understanding the types of income can help the family reach more of their goals.
The stage in the family life cycle is one factor that influences the amount of family income as well as the demands on the income.	Predict the influence of the family life cycle on family income (Ap)	Divide into groups representing the stages in the family life cycle and write case studies describing the source, type and relative amount of income in each stage. Point out factors that influence the allocation of family income among needs and wants. Present to class and discuss how families can adjust to these differences in income.
Effective family communication and cooperation contributes to satisfactory financial planning.	Identify the role of communication in family financial planning (K)	Read case situations to identify possible results when a family fails to communicate or to cooperate in planning its spending. How may members of a family work together to plan their spending? What effect does

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		lack of communication have on family relationships? on money use?
Cooperation among family members in developing and using a spending plan will contribute to the success of the plan and to family harmony.	Summarize possible effects on family relationships of using a spending plan (C)	Discuss the possible effects using a spending plan may have on family relationships. Would you say the effects of using a spending plan would be more likely to be positive or negative? Why?
Planned Spending		
A family's plans for money use reflect its values, goals standards, and desired life style.	Describe the importance of planned spending (K)	List values and goals which you feel families reflect through their spending patterns. Compare your list to those of classmates.
A successful spending plan fits the specific needs and wants of the family and its members.	Identify the role of needs and wants in a family's financial plans (K)	Discuss the following questions: How can a family identify its needs and wants? What is the difference between needs and wants? Why do some families find the family council a valuable aid in planning? How can it help reconcile needs and wants?
A spending plan must reflect the family's income and their fixed and flexible expenses.	Estimate a family's income and expenses (C)	Read a case study about a family. Identify their income and their expenses. Which are fixed expenses? flexible expenses? What skills and abilities do family members have which may help them to increase the value of their income?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
A workable spending plan promotes maximum utilization of family income in relation to standard, level, and cost of living.	Explain the terms standard, level, and cost of living (C)	Work in groups to develop visuals to define standard, level, and cost of living. Share your definitions with class. Discuss the effects of each on a family's way of living or life style.
Successful spending plans reflect a realistic consideration of income and expenses.	Identify realistic plans for using money (K)	Study a case situation of a family and its plans for using its money. Discuss questions such as: What values and goals are reflected? What needs and wants are revealed? What was their income? What were their fixed expenses? their flexible expenses? Do these seem reasonable for this income and family? Why or why not? What standard of living or life style is indicated? What goals appear to have the highest priorities? What evidence is there of family communication and cooperation in planning? In what way is a need for self-discipline indicated? How may following this plan affect family relationships? Were allowances used for children and adults? What are some pros and cons on the use of allowances?
An effective spending plan establishes priorities which reflect the goals of the individual and the family.	Recognize the role of establishing priorities in financial planning (K)	Role play a family council meeting at which the family must establish priorities among several of its needs and wants.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Understanding the procedures involved in making a spending plan facilitates effective money management.	Identify the basic elements of a spending plan (K)	Collect examples of spending plans or budgets from books and magazines and bring to class. Study the examples to identify the basic elements of a spending plan.
	Develop guidelines for developing spending plans for a family (S)	Develop guidelines and practical procedures for making a spending plan with the viewpoint that these plans may vary some with different situations for the same family and for different families.
	Develop a spending plan (S)	Coordinating Experience: Make a spending plan for yourself or work with your family to plan their spending. Follow the plan for one month. Report on the success of the plan.
	Solve problems in using a spending plan (Ap)	Read a case study of a family involved in planning, controlling, and evaluating their spending during unexpected occurances such as: illness, unexpected business opportunity, pregnancy, need to replace a major appliance, equipment repair, or income increase or decrease. Use the "in-basket" technique to work through these problems. Solve one problem and hand it in before reading the next one. Work at your own speed within the time allotted for completion of the series of problems.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Some common characteristics identify effective spending plans although details vary with individuals and situations.	Describe an effective spending plan (C)	Brainstorm to determine questions which will aid in evaluating your plans. Consider such things as: unplanned purchases and expenses, goals not reached, underestimating or overestimating expenses, record-keeping, changes in needs, and realism and flexibility of plan.
Family Records		
Understanding and keeping essential family records contributes to efficient financial management.	Identify financial records essential for a family family (K)	Determine the kind of financial records essential for practical family use.
	Give examples of financial records (C)	Examine a variety of family financial records. Select forms most practical for family use. Coordinating Experience: Organize a reference booklet of financial record forms that will be useful to you now and in the future.
An efficient business center makes financial management easier and contributes to responsible management.	Explain reasons for keeping expenditure records (C)	Work in small groups to develop a skit explaining the reasons for keeping adequate records such as: knowing whether spending follows plan, preparing accurate tax reports, evaluating money use, and guiding future financial management. Consider the consequences of misplacing or destroying important family records.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate ways to set up a family business center (Ap)	Collect ideas for keeping records and organizing family business centers. Use books, magazines, and interviews with older family members to get ideas. Point out advantages and disadvantages of each of the methods suggested. How safe is each method? How helpful? Coordinating Experience: Work with your parents to plan and/or organize a family business center. Write a paragraph supporting the following statement: "Keeping family financial records contributes to family security."
For family security, store all permanent family and financial records in a safe place.	Identify ways to keep valuables safe (K)	Visit your local bank to learn where to keep family valuables such as: money, abstracts and deeds, wills, family records, inventory, income tax records, mortgages, stocks, and bonds.
Savings		
Savings involves reserving a part of present family income for future use.	Identify reasons for saving (K)	Discuss reasons families save. Why do some families not reach their savings goals? Why do some families feel they cannot save?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain reasons for savings (C)	Make a visual depicting reasons families save. Share with class.
Types of saving include both short-term and long-term savings.	Identify types of saving (K)	Listen to a symposium composed of representatives from a bank, a credit union, and a savings and loan association explain their savings programs. Discuss advantages and disadvantages of each program. Study United States Government savings bonds, Series E and H as an effective means for saving and share with class.
The type of savings plan an individual or family selects is influenced by its values and goals, as well as its income and the demands on its income.	Explain ways of selecting a savings plan (C)	Develop criteria for selecting a savings plan. Consider the following questions: How safe will my money be? Can I get my money quickly and easily when I need it? How much interest will my savings earn? What situations might arise that would require the exercise of self-discipline if a family is to reach its savings goals? Will it be practical to subtract the money to be saved from the income as a fixed expense before beginning to spend income?
Credit		
The three main types of credit (sales, cash, and service) can be obtained from various sources at various costs, and under different contract conditions.	Identify types and sources of credit (K)	View filmstrip or read references to identify types and sources of credit. Describe and compare advantages and disadvantages of each.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
The ability to obtain credit reflects a person's capacity to repay, his collateral, and his character.	Identify factors that influence credit rating (K)	Listen to a symposium of resource persons from a credit union, small loan company, bank, credit bureau, and retail merchant. Clarify factors that influence credit rating and ways to protect your credit rating.
Understanding the effects of using credit in relation to the overall financial plan contributes to responsible managerial behavior.	Identify decisions a family must make regarding use of credit (K)	Discuss the effects of using credit in relation to overall financial plans in family money management. How can a family determine its credit capacity?
	Explain how a family may decide on the use of credit (C)	Develop a list of questions an individual or family may ask before deciding to use credit.
	Solve case situations to determine if credit should be used (Ap)	Study case situations and decide if credit should be used in each case. What method of financing would you choose?
		Describe circumstances that would influence a family to use a method of financing different from the one you chose or that would influence them to postpone their purchase and not use credit at all.
Each person or family must decide, on the basis of its own situation, what to do when it cannot pay its debts when due.	Identify possible ways of handling excessive debts (K)	Discuss factors which may cause an individual or family to assume more credit than can be managed. Present alternatives a family might choose when it has

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		over-extended its credit use and cannot pay all its bills. List pros and cons of such alternatives as refinancing, debt consolidation, credit counseling, debt adjustor, and declaration of bankruptcy.
Laws regulate the cost of credit and require that the consumer be given the cost and annual interest rate by the creditor.	Identify factors influencing the cost of credit (K)	Work in pairs and choose one item such as: bicycle, stereo equipment, or hair dryer, which could be purchased on credit. Visit several stores and determine the cost of using credit to purchase the item selected. Use the following as a guide: 1) Obtain the cash price from several dealers. 2) Find out if there is a discount for paying cash. 3) Get the cost of loans from several sources. 4) Get all the costs involved in paying on the installment sales plan. 5) Compare final costs from the sources you have contacted. 6) Obtain copies of credit agreements and contracts for future use. 7) Determine the consequences if one fails to live up to credit obligations. 8) What should the consumer do in case he cannot meet payments when due?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Share your findings with class. Study resources to determine factors influencing the cost of credit.
Shopping for credit is similar to shopping for other products and services and enables the consumer to make the best use of resources.	Explain advantages of shopping for credit (C)	Discuss ways a family can be sure it is getting credit at the least possible cost. How is obtaining credit for a purchase like shopping for the purchase itself.
Understanding terms in credit agreements and contracts facilitates effective managerial decisions.	Define terms in credit agreements and contracts (K)	View a filmstrip or read references to identify terms in credit agreements and contracts.
	Explain responsibilities of borrower and lender (C)	Explain the responsibilities of borrower and lender.
	Explain what is included in a credit contract (C)	Read references to learn types of clauses which make a contract more binding or which may determine the penalty imposed on delinquent debtors. Your list should include: acceleration clause, "add-on" clause, balloon clause, and waiver of rights.
		Study sample contracts to identify the types of credit contracts. Identify elements of a contract. What information

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		is commonly given on the contract? Find examples of the terms and phrases you have collected.
	Solve case situations to determine if a contract should be signed (Ap)	Read case situations and study the contract given to the individual in each situation. Decide if the contract should be signed. Predict the consequences of signing each contract. Devise a checklist titled "Before You Sign...Check" for credit agreements and contracts.
Knowledge of existing credit laws enables a consumer to evaluate credit agreements more effectively.	Describe credit laws (C)	Listen to a lawyer or credit manager explain state credit laws or write to your stage legislature to obtain information on credit laws. Obtain information on federal credit regulations. Coordinating Experience: For community activity, plan and present a program on ways recent credit legislation affects the consumer.
Wise credit decisions are facilitated by an understanding of credit, as well as the debtors financial situation and management.	Identify advantages and disadvantages of using credit (K)	Brainstorm to list advantages and disadvantages of using credit. Using your list, determine whether or not you think a given family should use credit in a particular situation. What alternatives

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		does the family have? What may be the outcome?
Family Security		
Savings can increase family security by reserving a part of present income for future use.	Identify the role of savings in family financial security (K)	Identify the role of savings in providing family security. What are some common long-term savings goals of families? Interview a banker to determine where a family may choose to keep its long-term savings for various purposes such as, retirement, emergencies, or education.
Individuals and families can provide for their own security through carefully planned savings, insurance, and investment programs to supplement government and employer programs.	Define savings and investment terms (K)	Study resources to obtain definitions of savings and investment terms. Discuss such questions as: What is the difference between savings and investments? What is the difference between investing and speculating? What is the difference between stocks and bonds? What is a mutual fund? What are risky investments?
	Explain how to invest in stock (C)	Listen to a broker explain how to go about investing in stock.
	Explain how to invest in real estate (C)	Invite a real estate agent to discuss property investments often made by families.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Insurance provides forced savings for demands of certain stages in the family life cycle and special financial needs or emergencies.	Identify the kinds and types of insurance (K)	Interview adults to identify kinds of insurance needed by families. Study resources to identify the characteristics of various types of policies available for each kind of insurance.
	Explain importance of insurance (C)	Discuss reasons families need insurance. Against what hazards is insurance available? What are the psychological advantages of having insurance?
	Identify amounts of insurance needed at various stages of the family life cycle (K)	Listen to an insurance agent explain what he considers the minimum amount of insurance families need at various stages of the family life cycle.
	Develop guidelines for buying insurance (Ap)	Work in groups to develop guidelines for selecting insurance wisely. Ask an insurance agent to check your guidelines and add any that have been omitted.
Social Security, Medicare, and Medicaid are government programs which help provide a basis for financial security for individuals and families.	Identify the contributions of Social Security, Medicare, and Medicaid to family financial security (K)	Listen to a Social Security representative discuss Social Security, Medicare, and Medicaid or read information in current booklets put out by the government concerning these programs. Coordinating Experience: For community activity, volunteer to provide transportation for senior citizens to the local Social Security Office.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Local, state, and national governments promote family security through taxes.	Identify contributions of taxes to family financial security (K)	Discuss benefits citizens receive as a result of taxes such as, recreational facilities, parks, libraries, protection, highways, and public education. Coordinating Experience: For FHA or community activity, research to obtain information on current tax legislation on local, state, or national levels. How will this legislation affect you and your family?
	Describe tax records which must be kept by families (C)	Discuss records a family must keep for tax purposes. Study tax forms and develop a convenient and accurate way of keeping needed records.
	Recognize consumer's role in maintaining low tax rates (K)	Identify ways consumers can aid in keeping tax rates at a minimum. Include such ideas as prevention of littering and vandalism in public buildings and schools.
A will may provide security for a family after one member dies.	Identify reasons for making a will (K)	Interview a lawyer or study references and state laws to determine who needs a will. What happens to property if the owner dies leaving no will? Who raises children if parents die leaving no will?
	Identify procedures in drawing a will (K)	Listen to a lawyer explain the procedures in drawing a will. How much does it cost? Where should a will be kept? How is it

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		probated? How often should it be reviewed? What common provisions does it include? What is a common disaster clause?
	Summarize the role of a will in providing for family security (C)	Discuss the role of a will in providing for family security.
Banks and Banking		
Banks provide services which facilitate the efficient use of money by the consumer.	Identify types of banks (K)	Study resources and the yellow pages of your local phone directory to learn what types of banks are available in your community. Discuss the services offered by each type.
	Illustrate the services offered by banks (C)	Prepare a bulletin board illustrating the services offered by banks.
		Take a field trip to a bank to learn how it operates. Obtain forms used in opening and using various types of accounts. What are the requirements for various services offered? What conveniences and special services does the bank offer?
	Explain the Federal Reserve System (C)	View a film on the Federal Reserve System to learn what happens to the check you write until it is returned to you in your bank statement. Discuss.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Show how to fill out forms for opening bank accounts (Ap)	Practice filling out the forms used in opening a checking account and a savings account.
	Demonstrate how to complete a check and check record (Ap)	View a transparency on how to fill out a check and check record. Practice filling out checks and check records. Why should all practice checks be destroyed?
	Reconcile checkbook balance (Ap)	View a transparency on how to reconcile a bank statement with your checkbook balance. Practice reconciling a checkbook balance.
Consumer Buying		
A large number and variety of reliable informational materials are available at little or no cost to consumers.	Give examples of sources of information on buying (C)	Investigate several different sources of information and determine their reliability. Compile a reference list for your own use as a consumer. Develop a file of information on buying for your future use.
Many labels provide useful information for intelligent choices in buying.	List information on labels (K)	Collect a number of labels from different kinds of consumer goods. List information found on each.
	Explain usefulness of labels (C)	Explain how information found on labels is helpful as a buying aid to the consumer.
	Relate the importance of guarantees and warranties to the consumer (Ap)	Study several different guarantees or warranties and predict meaning for the consumer.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze the protection offered by guarantees and warranties (An)	Analyze the guarantees for two similar products. Determine which guarantee offers more protection for the consumer.
	Explain how labels and advertising aid the consumer (C)	Explain how label information added to advertising can provide consumers with facts useful in comparing products and deciding which to select.
Utilization of consumer information from various sources facilitates efficient managerial behavior.	Predict the usefulness and reliability of consumer information sources (Ap)	Investigate other sources of information such as: U.S. grades and inspection stamps, magazines and books, government bulletins, friends, neighbors, and relatives. Predict their usefulness and reliability to the consumer. What kind of information may be obtained from each source?
Determination of the quality of a product and its relation to intended use facilitates efficient consumer buying.	Determine the relationship of price to quality (An)	Analyze the following statements: "The highest priced item is the best buy." "The lowest priced item is the best buy." In what situations is each true? neither true? Relate quality in relation to intended use to the price of the item selected. Discuss advantages and disadvantages of buying brand name products.
Family goal achievement is facilitated by use of efficient purchase plans.	Identify considerations for making effective purchase plans (K)	Choose a specific item and identify information which needs to be included in preliminary buying plans. Include such

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		information as: item needed, price range in relation to budget, quality in relation to intended use, durability needed, number, size, style, workmanship, special features or requirements, convenience, time, energy, space available or required, care needed, and guarantee or warranty. Discuss the role of the shopping list in making purchase plans. How can it aid the consumer when he shops?
Comparative shopping contributes to greater satisfaction with buying decisions.	Define comparative shopping (K)	Define comparative shopping. What does it involve?
	Explain how comparative shopping aids the consumer (C)	Explain how comparative shopping can aid the consumer in getting the best buy for his money? When may comparative shopping be unwise?
	Demonstrate ability to shop comparatively (Ap)	Choose an item that could be purchased from several different sources. Visit a variety of shopping facilities such as: department store, variety store, specialty shop, discount store, mail-order house, and a cooperative. In each facility compare quality of item (design, materials, workmanship), services offered, and prices available. Discuss findings of each group. What conclusions may you draw about the

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		quality of an item needed for a specific use? Under what circumstances would each quality be an appropriate selection? How may the type of shopping facility influence the cost of an item? Does a greater number of services offered by the retailer increase the cost of an item? Coordinating Experience: Select an item which you plan to purchase in the near future. Shop comparatively for this item. Record your findings and defend the decision you made.
Observing shopping ethics promotes greater cooperation and better relationships between consumers and retailers.	Identify ethical and unethical shopping practices (K)	Identify ethical and unethical shopping practices. Discuss ways these practices may affect prices. Include practices such as: raising cost to business through shoplifting, damaging merchandise and facilities, abusing service (not paying bills on time, and using unnecessary approval service, etc.) switching price tags, and leaving what cannot be used.
In most communities a number of different types of retailers serve the consumer.	Explain how to select ethical retailers (C)	Check telephone directory for different places and types of retail outlets available in your community. Make a chart listing the different types of retailers, their dominant characteristics, and the kinds, qualities, and price ranges of their products.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Prepare guidelines for selecting retailers (Ap)	Develop guidelines that would be useful in selecting the retailer who will most likely meet your needs for different goods and services. Include methods of identifying ethical retailers.
	Define a bargain (K)	Discuss: "What is a bargain?" Are all bargain purchases really bargains? Why? Study resources to learn the types of sales. Which are likely to offer real bargains?
Impulse buying may delay achievement of goals.	Define impulse buying (K)	Discuss questions such as: What is impulse buying? What effect does it have on a family's spending? If family members frequently engage in impulse buying, what effect may this have on reaching family goals? Give examples of the kinds of goods usually purchased on impulse and those usually planned in advance.
	Give examples of impulse buying (C)	Give examples of items you have purchased with which you were not pleased. What accounted for your dissatisfaction? How did you shop for this item? Was the item bought on impulse. Was the purchase of the item well planned and the quality of the product inferior? Is it always possible to avoid dissatisfaction with purchases?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Consumer Citizenship		
Knowledge of consumer organizations and their services contributes to effective decision-making.	Identify consumer serices regulated by government agencies (K)	Work in groups to list government agencies which provide consumer protection services. Identify the services provided, location, address, and publications of each. Share your information with the class.
	Explain how a government agency protects the consumer (C)	Summarize procedures of each government consumer protection agency.
	Name laws which protect the consumer (K)	View transparencies on laws dealing with consumer protection. Discuss.
	Explain consumer laws (C)	Study consumer laws such as, the Fair Packaging and Labeling Act of the Consumer Credit Cost Disclosure Bill. Study the strengths and weaknesses of the act or bill. Discuss its effects on the consumer and on the goods and services available to him.
	Identify fraudulent, deceptive, or quack practices (K)	View visuals depicting examples of fraudulent, deceptive, or quack practices.
	Identify action the consumer should take in cases of fraud, decpetion, or quackery (K)	Study references to identify actions the consumer can take before and after he is "gyped." Discuss.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Rights of consumers include the right to be informed, to choose, to safety, and to be heard.	Identify consumer rights (K)	View a visual depicting the basic consumer rights: the right to be informed, the right to safety, the right to choose, and the right to be heard.
	Give examples of consumer rights (C)	Give examples of each of the four basic consumer rights.
Identification of the consumer's responsibilities contributes to their acceptance.	Identify consumer responsibilities (K)	Discuss the statement: "With each right comes responsibility." Coordinating Experience: Develop a plan for being an informed consumer. Plan to keep up with information from consumer protection agencies, on new products, on buying guides, etc. Report results to class.
	Explain the effects of consumer practices on prices (C)	Discuss some ethical responsibilities of the consumer. What effects do shoplifting, unnecessary return of goods due to careless buying, and refunds or exchanges of products abused by the consumer have on business?
	List sources of consumer information (K)	Study resources to identify sources of consumer information. Include various government agencies, private groups, advertising, salesman, friends, labels, guarantees, warranties, seals of approval, trademarks, government inspection, periodicals, bulletins, and instruction booklets. How useful is the information derived from each source?

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CONCEPT: Children in the Family--Basic Considerations

OVERALL OBJECTIVES: *Establish the influences of children on the family (Ap)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Role of Children in the Family		
The child's role in the family depends on his age and maturity.	Identify the role of children in the family (K)	Work in groups to list the roles of children in families. Compare groups' descriptions of the role of children.
	Explain the role of children in the family (C)	Discuss the following questions: Why do persons view the role of children in the family differently? What are the influencing factors? How do the roles of young children and adolescents differ?
	Identify home circumstances that influence children's development (K)	List home circumstances that gave you greatest happiness as a child. List may include the following: parent's happiness, parent's expression of love to child, family's interest in child, parent's trust of child, companionship with parents, family fellowship, pride in family accomplishments, respect for family members, and responsible part in family. Compile a class list.
	Summarize influences of positive home circumstances (C)	Predict the effect of each circumstance on the development of the child.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		List home circumstances that may create unhappiness for a child. List may include the following: death and illness in the family, parents' quarreling, quarreling with siblings, inability of parents to see child's point of view, loneliness, parents' unhappiness with own life, being compared with other children, lack of companionship with parents, fear of separation of parents, lack of opportunity to play with peers, and lack of adequate financial support. Compile a class list.
	Explain influences of negative home circumstances (C)	Discuss ways unhappy home circumstances affect the development of a child.
	Show how home circumstances affect a child's role in the family (Ap)	Work in groups to write a short story which illustrates how happy or unhappy home circumstances affect the child's role in his family. Present to class.
Basic Needs		
Certain needs are basic to all human beings.	List basic needs (K)	Review the basic needs of man. (Include survival, food, clothing, shelter, safety, freedom, love, affection, belonging, companionship, esteem, success, recognition, new and varied experiences, cognitive clarity, physical and mental helath, self-actualization.) Why is it important for man's basic needs to be met? Which of

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		the basic needs are most essential for the infant and child? Why is it important for children's basic needs to be met?
Parents assume responsibility for meeting the needs of the infant and young child.	Explain the role of the parent in meeting basic needs of the child (C)	Read from resources to determine the role of parents in meeting the basic needs of infants and young children.

CONCEPT: Children in the Family--Preparation for Parenthood

OVERALL OBJECTIVE: *Develop guides for preparing for parenthood (S)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Role of Planning		
Awareness of the responsibilities of parenthood promotes a realistic view of marriage and family life.	Identify characteristics necessary for successful parenthood (K)	Take a pretest to measure your attitudes toward young children. The test should include the following concepts: prenatal care, emotional adjustment, financial adjustment, child development principles, influences on child's development, child's needs, child's role in the family, guidance and discipline, and children's effect on family routines.
	Explain preparations necessary for successful parenthood (C)	Complete one of the following statements: "I want children because _____." "I do not want children because _____." Explore resources to gain an understanding of the preparation necessary for successful parenthood.
	Prepare a check list for parenthood readiness (Ap)	Prepare a check list to determine readiness for parenthood. The list may include: physical and mental health of parents, emotional maturity of parents, basic values and attitudes toward children, housing, family income, relationship of family members, etc.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Determine how children's play contributes to learning of parental roles (An)	React to the following statements: Girls grow up prepared for motherhood. Boys grow up unprepared for fatherhood. Discuss the following questions: What is the role of play in preparing children for roles of parenthood? Are the roles realistic?
Adolescent experiences contribute to preparation for parenthood.	Analyze experiences in adolescent years in the preparation for parenthood (An)	Recall experiences with younger children which help prepare one for parenthood. Analyze these experiences: babysitting, vacation bible school, leading youth groups.
	Write hints for future parents (S)	Coordinating Experience: For FHA or community activity, construct a pamphlet of helpful hints for future parents.
Awareness of factors involved in family planning contributes to rational decisions.	Explain the role of planning in successful parenthood (C)	Discuss the role of planned parenthood. Consider emotional, physical, and religious implications involved in this family decision. Consider family size in relation to financial, emotional, and ecological factors.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Prenatal Care		
Early recognition of pregnancy contributes to the well-being of both the mother and the baby.	Identify symptoms of pregnancy (K)	Study resources to identify symptoms of pregnancy. How is pregnancy diagnosed?
	Explain the importance of pre-natal care (C)	Prepare a bulletin board illustrating the importance of pre-natal care, including medical examination, diet, activity, clothing, and refraining from self-medication. Invite the instructor of a class for expectant parents to explain the purposes for these classes and the topics covered.
	Explain the importance of good health habits to family well-being (C)	Divide into buzz groups and discuss the relationship of good health habits of parents to the physical well-being of children. Research possible causes of birth defects. View filmstrip on birth defects. Discuss information presented in filmstrip.
	Identify the possible effect of stimulants or depressants on unborn children (K)	Identify effects parents' health habits could have on the unborn child. What is the effect on the unborn child of drugs? of alcohol? of smoking?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Knowing what to expect contributes to successful adjustment to pregnancy.	Recognize physical changes which occur during pregnancy (K)	Invite a doctor or nurse to discuss physical changes which occur in the mother during pregnancy.
	Identify psychological aspects of pregnancy (K)	Study references to determine psychological aspects of pregnancy. What factors may affect the mother's attitudes toward pregnancy? toward her unborn child? How may the father support his wife during her pregnancy? How may the expectant father be affected by his wife's pregnancy?
	Explain what is involved in prenatal care (C)	Interview a doctor to learn what is involved in prenatal care. What is involved in physical examinations during pregnancy? What recommendations does he have regarding diet and activities? How much weight does he feel is a reasonable amount to gain during pregnancy?
	State the effects of pregnancy on the mothers activities (K)	Listen to a panel of young mothers discuss the effects of pregnancy on their activities.
	Identify clothing needs during pregnancy (K)	Study resources to determine clothing needs during pregnancy. Visit a store which sells maternity clothes to study alternatives available.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Adjustments Necessary		
Parenthood necessitates physical, emotional, and financial adjustments.	Identify emotional adjustments necessary for successful parenthood (K)	Interview young parents to discover emotional adjustments which have to be made before and after the birth of the baby. Summarize findings.
	Explain the emotional adjustments necessary for successful parenthood (C)	Study resources to explain the emotional adjustments which occur before and after the birth of the baby. Present findings to class.
	Give examples of successful adjustments to parenthood (Ap)	Role play situations of families adjusting to a new baby. Have class suggest satisfactory solutions to each adjustment problem.
	Analyze emotional adjustments to parenthood in given situations (An)	Coordinating Experience: Read books relating young couples' preparation for parenthood. Prepare a written report on the couples' problems in emotional adjustment to parenthood.
Financial Considerations		
Each new child necessitates re-evaluation and reallocation of family finances.	Explain financial considerations necessitated by parenthood (C)	Compile a list of financial decisions and plans which expectant parents must make, such as: layette, room, medical costs, household help, and employment of mother.

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Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Listen to a nurse or doctor discuss maternity care. Discuss the different methods of payment for maternity care.
	Predict spending plans necessitated by parenthood (Ap)	Work in groups to make a spending plan for the coming year for a young couple expecting their first child based on a monthly income of $400. Analyze each groups's plan.
	Organize a financial plan for a family approaching parenthood (S)	Use case studies to plan a budget for approaching parenthood costs. Keep in mind the particular family's values, goals, and standards when planning. What resources will the couple utilize?
One-Parent Families		
The one-parent family must make special adjustments in family and community life.	Describe one-parent families (C)	Identify the types of one-parent families such as: widowed parent, divorced parent, or single parent.
		List possible advantages and disadvantages of each type of one-parent family.
	Interpret adjustment problems of one-parent families (C)	Listen to a panel consisting of a social worker from an adoption agency, marriage counselor, and minister discuss the one-parent family. Participate in a question

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		and answer session considering the following questions: What problems are encountered when one parent or a single person tries to raise children? Is it possible that one parent could create a more stable atmosphere than two parents in a home characterized by conflicts? What is society's view of the unwed parent? How do you view the role of the unwed father? Should he take more responsibility in his role as father? If so, in what ways? What resources are available for help to a one-parent family? Summarize findings.
Adopted Children		
Adoption provides opportunities for homeless children to form meaningful family relationships.	Describe reasons for adoption (C)	List on chalkboard the motives for adoption such as: ecological responsibility, humanitarian responsibility, companionship for a couples' own child or children, or childless family as a result of sterility. Discuss these motives in relation to successful parenthood.
	Describe legal implications of adoption (C)	Write to the Department of Public Welfare in your state for materials on adoption.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Research materials for legal procedures and requirements for parents who wish to adopt children. Report findings to the class.
Understanding legal procedures involved facilitates adoption proceedings.	Explain legal procedures for adoption (C)	Take a field trip to a children's home where children are available for adoption. Listen to the director explain adoption procedures. Summarize findings.
	Summarize problems and satisfactions in adoption (C)	Listen to carefully selected adoptive parents discuss the joys and adjustments of adopting a child. Discuss when, what, and why the child should be told about his being adopted.
	Explain reasons single parents adopt children (C)	Debate the pros and cons of single parents adopting children.

CONCEPT: Children in the Family--Development of the Infant and Young Child

OVERALL OBJECTIVE: *Point out factors influencing the development of infants and young children (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Prenatal Development		
Development which occurs before birth provides the foundation for growth and development of the child throughout life.	State when conception occurs (K)	View a film or filmstrip to gain an understanding of how conception occurs.
	Explain factors determined at conception (C)	Study references to determine what factors are determined at conception, including herditary endowment, sex, and whether a single or multiple birth will result. Which parent determines the child's sex?
	List development which occurs during each prenatal period (K)	Study references to identify periods of prenatal development (ovum, embryo, fetus). List development which occurs in each period. How long does each period last?
	Summarize development which occurs in each prenatal period (C)	Develop a visual explaining the three periods of prenatal development.
	Explain factors which influence prenatal development (C)	Work in groups to study factors which influence prenatal development such as, maternal nutrition, maternal health, alcohol, tobacco, maternal age, maternal-emotions.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Recognize the birth process (K)	View a film or filmstrip on the birth process.
	Summarize prenatal development and birth (C)	Invite a doctor or nurse to answer questions on pregnancy and birth.
Principles of Development		
Each person follows a predictable pattern of development in his own way and at his own rate.	Identify stages in child development (K)	Research the stages of child development and report findings to class. Identify the basic needs of infants and young children. How do needs change? What responsibilities do parents have in meeting these needs? Plan a bulletin board illustrating the basic needs of infants and young children titled, "See How They Grow."
Development results from both maturation and learning.	Define maturation and learning (K)	Read references to find definitions of maturation and learning.
	Explain the difference between maturation and learning (C)	Write a paragraph explaining the difference between maturation and learning.
Development of the child occurs as a progressive series of orderly, coherent changes leading toward maturity.	Identify characteristics of predictable development patterns (K)	View a transparency identifying the following characteristics of predictable development: Development is similar for all. Development proceeds from general to

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		specific. Development is continuous. Development proceeds at different rates. There is correlation in development.
	Give examples of characteristics of predictable development patterns (C)	Share examples of personal observations of predictable development patterns.
	Explain the influence of individuality on development patterns (C)	Explain why you cannot expect the same behavior from all children at the same age.
	Prepare a presentation of the developmental stages (Ap)	Work in four groups to prepare a presentation of the developmental stages of children (physical, mental, social, emotional).
	Point out developmental stages (An)	Coordinating Experience: Point out the present physical, mental, social, and emotional developmental stages of a young child.
Influences on Development		
Heredity provides the potential one has for the development of a particular trait.	Explain the principles of heredity (C)	Invite your biology teacher or school nurse to explain the principles of heredity.
Environment includes the factors that influence the life of the individual.	Explain the effects of environment upon human development (C)	Coordinating Experience: Read a novel, short story, or current magazine article illustrating the effects of the environment

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		on its inhabitants. Summarize in your own words the effects of environment on human development.
Heredity and environment are complementary factors affecting human development.	Relate the influence of heredity and environment upon human development (Ap)	Draw conclusions on how your heredity and environment have influenced your development.
	Tell the influence of family and peers on teenage development (S)	Consider the following question: Are you more influenced by your family or peers? Write a paragraph summarizing and justifying your position.
Mass media may have either positive or negative effects on the child.	Determine the influence of social institutions and mass media upon the development of young people (An)	Discuss how social institutions and mass media influence the development of young people. Collect magazine or newspaper articles that illustrate how social institutions attempt to influence young people.
	Analyze influence of children's TV programs upon their development (An)	Coordinating Experience: For home experience, view children's TV programs to identify possible influences upon a young child's development. Share with class.
Family and peers have the greatest influence on the development of the child.	Point out the influence of family and peers on human development (An)	Read case studies to point out the influence of family and peers upon human development.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Play and Play Equipment		
Play and play equipment influence the growth and the development of children.	Identify the values of play (K)	Write your reaction to the following statement: "Play is a child's work." Study resources to answer the following question: What do children learn from their play?
Play helps the child learn about his world.	Give examples of the values of play (C) Summarize the value of children's play (C)	Give examples of how play contributes to each of the values or learnings listed. Reread your original reaction to the statement: "Play is a child's work." Do you now have a better understanding of the value of children's play? Rewrite your original reaction summarizing your present understanding of the value of child's play.
Play varies with each age level according to the child's development and readiness.	Identify characteristics of children's play (K)	View a transparency illustrating the following characteristics of children's play: Play follows a pattern of development. Play is influenced by tradition. Play activities decrease in number with age. Time spent in play decreases with age. Time spent in specific activities increases with age. Childhood play is informal. Play is less physically active as the child grows older.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain the characteristics of children's play (C)	View pictures to identify characteristics of children's play. In what way does each picture illustrate a characteristic of children's play?
Each type of play makes a definite contribution to the development of the child.	Identify types of play (K)	Collect pictures of children at play to bring to class. Describe the type of play illustrated in each of your pictures. Construct a bulletin board using illustrations collected by the class.
	Explain the types of play (C)	Classify each of the play activities according to the following categories: free spontaneous play (exploratory); dramatic play (acting out roles); creative play (music and art activities); manipulative play (building and operating toys); organized play (games and sports). Explain your selections.
A toy should meet criteria for being safe and promoting learning.	List criteria for selecting toys and play equipment (K)	View a display of toys and play equipment. Describe the type of play for which each toy might be used. For what age child would this toy be best suited? What type of learning would this toy encourage? How safe is each toy? Is the toy versatile?
	Summarize criteria for selecting toys and play equipment (C)	Summarize criteria for selecting toys and play equipment.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Prepare a check list for selecting toys and play equipment (Ap)	Work in groups to prepare a check list for selecting toys and play equipment for the following age groups: infants, toddlers (2-3 yrs.), and preschoolers (4-5 yrs.).
Ability to analyze children's toys and play equipment contributes to selection of safer, more educational toys.	Analyze children's toys and play equipment (An)	Coordinating Experience: For FHA, construct a child's toy from materials you have at home. Analyze your toy according to the criteria developed in class. Visit a toy store to find out what kinds of toys and play equipment are available. Using the check list that you helped develop, describe and rate several toys that are offered for the age group for which you have a check list. Draw conclusions about the toys available. Do you feel that homemade toys compare favorably with the ones that are commercially available? Explain your answer.
	Analyze the children's play (An)	View a film of children at play. Look for answers to the following questions: In what kinds of play were the children engaged? What toys and play equipment were provided for the children's use? What kinds of safety precautions had been taken? What kinds of learning were taking place? How did the toys and play equipment contribute to the children's play? What generalizations about children's play or play equipment can you make?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Children's books and stories should be entertaining and provide valuable learning experiences.	List purposes of children's books (K)	Brainstorm for answers to the following questions: Why is it important to provide books for children? What do children learn from books?
	Identify criteria for selecting children's books (K)	Examine a variety of recommended children's books. Describe the characteristics of each book. Compile a class list. Work in groups to research for criteria in selecting books for the following age groups: infants, toddlers, preschoolers.
	Give examples of children's books (C)	Give examples of your favorite book as a child. What favorable characteristics does it possess?
	Prepare a children's book (Ap)	Coordinating Experience: For FHA, make a picture book for children that meets the criteria developed in class. What may children learn from your books?
	Analyze children's books. (An)	Study a group of children's books provided by your teacher. If you were selecting a book as a birthday present for a one year old child, which one would you select? for three year old? for a five year old? Why?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
The ability to tell stories effectively contributes to one's ability to work with children.	Identify story telling techniques (K)	Invite a nursery school teacher or a children's librarian to demonstrate story telling techniques. Ask her to include techniques in reading books to children, telling a flannel board story and performing finger plays.
	Summarize story telling techniques (C)	Summarize the techniques demonstrated to the class. Give examples of the use of these techniques.
	Demonstrate techniques for story telling (Ap)	Prepare a demonstration of story telling for a preschool age group. (May be done at visit to nursery school or plan a party at your school).
		Coordinating Experience: For home experience or FHA, write a short story for a child. Plan to present the story as a book, flannel board story, or finger play.
Music contributes to the development of creativity and aesthetic appreciation.	Identify criteria for selecting children's music (K)	Imagine yourself as a child. Listen to a selection of children's records. Describe your reaction to the music. Compile a class list of reactions. Study resources to identify criteria for selecting music for children.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	List ways music may foster creativity (K)	List ways music may foster creativity in young children.
	Give examples of creative reactions to music (C)	Give examples of children's creative reactions to music.
	Show how to make a musical instrument (Ap)	Coordinating Experience: For FHA or community activity, make a musical instrument of common objects for a small child to be used at a children's party or in a nursery school.
Art activities contribute to the development of creativity and aesthetic appreciation.	List benefits art activities provide (K)	List benefits children may receive from participation in art activities. Include the following: Children explore, discover, and relate to their world; they express feelings and knowledge and communicate ideas; they gain emotional release, develop sensitivity and perception; they experience the deep satisfaction of creating; they improve motor skills.
	Explain the characteristics of children's art (C)	Explain the characteristics of children's art such as: spontaneous, creative, free, expressive, experimental, may be meaningless to adults, and may not meet adult standards.
Numerous materials may be used in children's art activities.	Identify art materials (K)	Visit a nursery school to identify art materials available to young children.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Give examples of children's art activities (C)	Bring examples of art activities young children have done. Display on bulletin board.
	Demonstrate the use of art materials (Ap)	Research to find creative art activities. Select and demonstrate one to the class.
Knowledge of factors which encourage creativity increases the child's enjoyment of art activities.	Distinguish factors that encourage creative art (An)	Outline procedures for using art materials in a creative manner. Point out adult responses that encourage creative expression. Point out conditions that discourage creative responses.
	Point out creative experiences for the stages of child development (An)	Coordinating Experience: Prepare a chart showing stages of the development of children, toys, games, books, and other activities best suited for play. Use illustrations for visual appeal. (Display at party for children.)

CONCEPT: Children in the Family--Care and Guidance of the Infant and Young Child

OVERALL OBJECTIVE: *Develop guidelines for the care and guidance of infants and young children (S)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Health and Safety		
Health habits developed in childhood are a basis for attitudes toward personal hygiene throughout life.	Identify health habits for young children (K)	Study resources to identify health habits that young children need to develop.
	Explain development of health habits (C)	Work in groups to devise a presentation for children on ways to develop good health habits. Presentation may include posters, slides, flip charts, filmstrips, skit, or puppet show.
	Demonstrate ways to develop health habits (Ap)	Coordinating Experience: For FHA, develop a presentation for children on ways to develop good health habits.
Medical care is an important aspect of providing for the needs of the infant and young child.	Recognize the importance of professional medical care (K)	Listen to a presentation by a health nurse or doctor on the importance of professional medical care for infants and young children.
	Identify types of medical care (C)	List the types of medical care needed by infants and young children.
	Explain the importance of professional medical care (C)	Develop a poster explaining the importance of professional and medical care for infants and young children. Display at such functions as, back-to-school night, children's party, or a visit to a nursery school.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Knowledge of childhood illnesses contributes to effective child care.	Identify childhood illnesses (K)	Study resources to identify childhood illnesses and diseases.
	Cite symptoms of childhood illnesses (K)	Make a chart describing symptoms of childhood illnesses and diseases.
	Identify preventative measures for childhood illnesses (K)	Study resources to find preventative measures for each childhood illness or disease. Report to class.
	Explain preventative measures for childhood illnesses (C)	Coordinating Experience: For community activity, write a pamphlet for parents of infants and young children explaining symptoms and preventative measures for childhood illnesses and diseases.
Skill in caring for the sick child influences the child's attitudes toward illness.	Explain skills used in caring for a sick child (K)	Interview a mother to determine skills she feels necessary in caring for sick infants or young children.
		Study resources to explain additional skills used in caring for a sick child.
	List considerations in planning entertainment for a sick child (K)	Identify factors to consider in care of a sick child. Make a list of considerations that would influence plans for entertaining a sick child.
	Explain the need for entertaining a sick child (C)	Discuss the need for entertaining a sick child.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate a method of entertaining a sick child (Ap)	Coordinating Experience: Develop a method for entertaining a sick child. Demonstrate to the class.
Safety is an important consideration as the young child begins to explore and experiment.	Identify causes of children's accidents (K)	View a film to identify causes of children's accidents.
	Explain ways to prevent children's accidents (C)	Explain ways of preventing children's accidents.
	Demonstrate safety practices (Ap)	Coordinating Experience: For FHA or community activity, plan a program for adults to show safety practices to prevent children's accidents.
Skill in first aid may save a child's life.	Identify first aid practices (K)	Study resources to identify first aid practices used in the care of young children.
	Summarize first aid practices (C)	Work in groups to explain selected first aid procedures.
	Demonstrate first aid practices (Ap)	Demonstrate selected first aid procedures to class.
The child who is handicapped or has a long-term illness has special needs.	Analyze the influence of a handicapped child or long-term illness upon the family (An)	Discuss the influence of a handicapped child or long-term illness of a child upon the family.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Guidance and Discipline		
Guidance and discipline are essential for the health, safety, and development of the child.	Define guidance and discipline (K)	Write down your understanding of the words "guidance" and "discipline." Look up definitions of the two words in a dictionary. Were your definitions the same as the dictionary's? Explore references to formulate definitions of discipline and guidance in relation to child care.
	Summarize definitions (C)	Rewrite your original definition to give a better picture of your present understanding of guidance and discipline.
	Explain the purposes of guidance and discipline (C)	Study resources to identify the purposes of guidance and write a statement explaining each purpose.
	Relate child care to successful parenthood (Ap)	Discuss how an understanding of discipline and guidance of a child such as, moral standards for behavior, responsibilities, and family rules and regulations. Include such practices as: realistic standards, opportunities to learn from mistakes, opportunities to succeed, gradual adjustment to change, unqualified love, and noting variation of acceptable behavior among cultures.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Knowing principles of discipline and guidance contributes to successful parenthood.	Identify the principles of discipline and guidance (K)	Read case studies to identify the principles of discipline and guidance. List. Include the following: guide toward development of self-confidence; give honest praise; guide constructively; and agreement between parents.
	Summarize principles of discipline and guidance (C)	Write short paragraphs to complete the following open-end statements: "I think a parent should..." and "I think a parent should not...." Share your paragraphs with classmates.
	Develop guidelines for child care and guidance (Ap)	Compile a list of guidelines on child care and guidance from the paragraphs written in class. Compare to original lists on discipline and guidance of children. Coordinating Experience: For community activity, volunteer to work with young children to learn more about child care and guidance.
	Give examples of good guidance and discipline (C)	Give examples of how to carry out each of the principles of discipline and guidance listed.
	Demonstrate use of principles of guidance and discipline (Ap)	Role play situations using principles of guidance and discipline.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze role play situations (An)	Analyze the application of the principles of guidance and discipline as demonstrated in each role play situation. How were the principles applied? Are there any other alternatives that could have been used? Is there only one way to handle a situation? How does the fact that each child is an individual affect the application of guidance and discipline?
Observing children at play play contributes to one's understanding of the young child.	Plan to observe children at play (S)	Plan a children's party or a visit to a nursery school to observe the stages of child development, children's play and play equipment, and guidance and discipline of young children. Observe and present findings to class.
Management Related to Children		
Management of family routines contributes to effectively meeting needs of infants and children in the family.	Identify factors affecting family routine (K)	Brainstorm for considerations that must be made in the family routine for a new baby. Make a class list.
	Give examples of ways to alter family routines (C)	Research to find different ways to handle each situation listed.
		Explain how the amount of time, energy, and money available affect the routine of the family. How can each parent help care for the new baby?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate a labor saving plan in the care of an infant (Ap)	Show how to use a labor saving device or plan in the care of an infant.
	Analyze the effect of additional children on the family routine (An)	Discuss the following question: How will the family routine be affected by the addition of another child?
	Plan a daily routine for new parents (S)	Coordinating Experience: Plan a daily routine for new parents. How can each do his part?
	Appraise attitude change toward young children (E)	Coordinating Experience: Write a paper explaining how your attitudes have changed toward young children after studying child development.
Community Resources and Child Care Services		
Community resources aid parents in care and guidance of their children.	Cite community resources available to parents (K)	Identify community resources which contribute to successful parenthood, i.e., schools, church, PTA, recreational centers and activities, scouting programs, child care centers, Well Baby Clinics, Planned Parenthood Association, law enforcement agencies, public libraries, educational television, etc.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain the functions and services community resources provide for the family (C)	Visit several of the resources available in your community to learn services they provide for the care of children.

CONCEPT: Housing the Family--Significance of Housing

OVERALL OBJECTIVE: *Describe the influences of housing on families (C)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Influences of Housing on Families		
Housing influences families physically, psychologically, socially, and emotionally.	Identify influence of housing on families (K)	Describe the feeling you had while visiting in someone else's home for the first time. What made you feel this way? Did the housing itself influence your feelings? Compare your answers with classmates. List influences housing has on families.
	Explain influences of housing on families (C)	Determine the influences of housing on families by discussing the following questions: What are the physical influences of housing on families? What aspects of housing reflect these? How are psychological influences of housing reflected in the design? How may social influences be reflected in a family's housing selection? How does the emotional aspect of housing affect a family's housing selection? Read advertisements of housing that are for sale or rent. Explain the type of appeal made to the consumer. Categorize the advertisement according to physical,

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		psychological, social, or emotional appeals.
Influences of housing on families are interrelated.	Explain how influences of housing are interrelated (C)	View pictures of various types of housing (mobile home, suburban house, garden apartment, high rise apartment, row house, etc.). Explain the influences each of these types of housing may have on a family. Are some of the influences interrelated? How?
Factors Influencing Housing		
Human factors may influence housing.	Identify human factors influencing housing (K)	Read a case study of a family shopping for housing. Identify the human factors that influence their decision (family values, goals, and standards; stage in the family life cycle; resources; and patterns of living).
	Give examples of the influence of human factors on housing (C)	Describe the type of housing the case study family would select, keeping the human factors identified in mind.
Environmental factors affect housing.	List environmental factors influencing housing (K)	List environmental factors influencing a family's housing selection (climate, social considerations, culture, technology, availability).

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Individual families have special requirements which influence housing.	List special requirements in housing (K)	View a bulletin board illustrating special housing considerations for infants and young children, the elderly, and the handicapped. Discuss how each of these considerations meets their special requirements.

CONCEPT: Housing the Family--Housing Decisions

OVERALL OBJECTIVE: *Evaluate family housing decisions (E)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Type of Housing		
Housing is found in a variety of forms.	Identify types of housing (K)	View pictures of various types of housing (house, duplex and multiplex units, row house, condominiums and cooperatives, and mobile homes).
	Explain the characteristics of each type of housing (C)	Explain the advantages and disadvantages of each type of housing. Discuss the following questions: What factors may a family consider in selecting a type of housing? How do a family's values and standards affect their housing selection? Make a class list of factors to consider in housing decisions.
	Predict the kind of family for each type of housing (Ap)	Predict the kind of family that would most likely live in each type of housing.
Alternatives		
Knowledge of housing alternatives contributes to effective housing decisions.	Select housing alternatives (An)	Work in groups to analyze families looking for housing. Point out the housing available to them. Select three possible housing alternatives. Explain.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Housing Evaluation		
Understanding of the various aspects of housing evaluation will aid in housing selection.	Identify blueprint symbols (K)	View a transparency depicting symbols used on blueprints. Include the following: windows, doors, walls, stairways, bath and kitchen fixtures, closets and fireplace.
	Identify space and zoning areas (K)	View transparencies of the floor plans for three different types of housing such as, a house, apartment, and a mobile home. Identify the space and zoning areas in each (public or social, private or rest, and work or service).
The placement of the three housing zones influences the suitability of housing.	Explain each space and zoning area (C)	Discuss the following questions: What rooms are generally found in each zone? Is it possible for any of the zones to overlap? What period of the day will each zone most likely be used? What factors should be considered in the placement of each zone?
The convenience of housing is affected by traffic patterns.	Define "traffic patterns" in a home (K)	Define traffic patterns as they relate to housing.
	Give examples of traffic patterns in the home (C)	Work in three groups to explain traffic patterns in each of the floor plans depicted on transparencies in class. Do you see sources of possible irritations in the traffic patterns? How may the traffic patterns be altered to the placement of rooms? Why is it important to consider

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		the placement of rooms when selecting housing for the family? Share interpretations with class.
The amount and placement of storage contributes to adequacy of housing.	Identify storage areas (K)	List items that need to be stored in each zoning area. What kind of storage is needed for each area?
	Give examples of storage areas (C)	Work in three groups to explain storage areas needed in each of the floor plans provided.
	Demonstrate needed storage areas (Ap)	Draw suggested storage areas on transparencies. Present to class.
	Analyze storage areas (An)	Analyze the placement and amount of storage areas recommended by each group. Are the storage areas located near the place where the items stored will be used most? Will the storage areas properly accommodate all of the items to be stored in that area? Are any special fittings required in any of the areas to increase efficiency? What storage problems may be related to the type of housing chosen? Suggest solutions for such problems.

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Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Comfort in housing is affected by its orientation.	Define orientation (K)	Read from resources to answer the following question: In the study of housing, what does "orientation" mean? (Include outlook, sun, and wind.)
	Explain the effect of orientation on housing (C)	Discuss questions such as the following: What effect does a good, natural view have on planning housing? What effect does the absence of a good, natural view have on planning housing? What effects does the sun have on housing? How can housing be planned to take advantage of the sun? What are the advantages of the wind in housing? disadvantages? What special considerations must be made in order to take advantage of the wind and "play down" the disadvantages of the wind?
Housing should be planned to take advantage of the most desirable orientation.	Predict effects of orientation (Ap)	Study the three floor plans to check for orientation. Be sure to check the direction that it is facing. Predict the effects of the outlook, sun, and wind on each of the floor plans. In which types of housing does the family have the most choice of orientation? the least?
	Analyze orientation (An)	Discuss: Which do you think is the best? Justify your statement. Which do you think is the worst? Justify your statement. Is it always possible to have the

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		best orientation? Explain your answer. How may one compensate for a less than desirable orientation?
Adequacy of equipment is necessary for satisfaction in housing.	Explain the importance of equipment in housing evaluation (C)	Divide into four groups to obtain information concerning equipment in housing. Group I--Heating: List commonly used methods of heating a home. Is the initial cost of each method high? operating costs? What effect does the climate have on selection of heating equipment? What are the advantages and disadvantages of each method? For what type housing is each best suited? Group II--Cooling: List commonly used methods of cooling a home. Is the initial cost of each method high? operating costs? Does the climate have any effect on selection of cooling equipment? What are the advantages and disadvantages of each? For what type housing is each best suited? Group III--Electrical System: Why is it important to be sure housing has an adequate electrical system? How can you find out about the adequacy of the electrical system? Group IV--Plumbing System: What is an adequate plumbing system? Why is it important to have an adequate plumbing system? How can you find out if the plumbing system is adequate? Share

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		findings with class. Draw conclusions about the importance of evaluating housing equipment.
Satisfaction with housing decisions is affected by ability to evaluate construction quality.	Identify construction methods (K)	View a film or pictures illustrating conventional and new methods of constructing houses, apartments, and mobile homes. Coordinating Experience: Write a paper describing what you think the housing of tomorrow will look like. Include drawings to illustrate your ideas.
	Explain ways to judge quality construction (C)	Read resources to determine quality features in construction that affect selection of houses, apartments and mobile homes.
	Prepare a list of quality construction features (Ap)	Prepare a class list of quality construction features to be used in evaluating various types of housing.
	Analyze quality of construction (An)	Visit a model home, house, mobile home, or apartment that is for sale or rent in your community. Using the list of quality construction features developed by the class, analyze the quality of the construction.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Discuss how each person analyzed the quality of construction. Is there any relationship between cost and quality of construction? How can the quality of construction affect a family's evaluation of housing? Under what conditions may construction not be a major consideration?
Various architectural styles are available to satisfy tastes of different families.	Interpret true architectural style and adaptations (C)	View pictures or slides of architectural styles and adaptations of these styles (Example: Spanish Renaissance and "Spanish Flair" homes). Explain the difference between the original style and the adaptation. Why were the styles adapted?
	Give examples of architectural styles (C)	Coordinating Experience: Collect pictures of architectural styles. Explain the type of style. What are the features that appeal to you? Why?
Satisfaction with housing location is influenced by zoning, neighborhood and proximity.	Identify city zoning regulations (K)	Interview a city councilman or official to identify city zoning regulations, if any. Report findings to class.
	Explain reasons for zoning regulations (C)	Identify the reasons cities have zoning regulations. How do city zoning regulations affect a family's selection of housing?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Identify influence of neighborhood on housing selections (K)	Brainstorm to determine influence the neighborhood has upon a family's selection of housing.
	Recognize influence of proximity on selection of housing (K)	Consider reasons some families feel it important to live close to their work or school and why some families do not.
Understanding the interior and exterior factors that influence housing selection may contribute to satisfaction with housing decisions.	Identify exterior factors influencing housing selection (K)	Determine what considerations on the exterior of the housing would influence housing selection (yard care and maintenance, exterior housing finishes, driveway, busyness of the street, proximity of neighbors, etc.).
	List interior factors influencing housing selection (K)	List factors in the interior of housing that would influence selection such as, floor plan, traffic patterns, lighting, storage areas, needs and activities of family, etc.
	Recognize safety features in housing (K)	View a film to identify safety features in housing. Compile a class list of safety features that were shown in the film.
Financial and Legal Decisions		
Understanding of the financial and legal aspects of housing will aid in housing selection.	Identify financial and legal aspects of housing (K)	Invite a resource person to discuss the financial and legal aspects of housing. Ask him such questions as: What are advantages and disadvantages of renting? buying? What are insurance needs when

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		renting? buying? What are costs in operating and maintaining a house? an apartment? a mobile home? How may these costs be reduced? What costs may a landlord be expected to pay?
Knowledge of furnishings and equipment costs contribute to realistic housing decisions.	Identify costs of furnishings and equipment (K)	List furnishings and equipment needed by a newlywed couple. From advertisements, estimate cost of each item. If all equipment and furnishings were purchased new, what would be the cost?
	Explain ways to reduce furnishings and equipment costs (C)	Brainstorm for ways of reducing the cost of furnishings and equipment.
	Demonstrate ways of reducing furnishings and equipment cost (Ap)	Work in groups to find inexpensive furnishings for a first apartment. Visit secondhand stores, thrift shops, etc. Consider items not usually used for furniture and do-it-yourself projects. Coordinating Experience: Follow through with a low cost do-it-yourself project to provide a needed item for your home.
Housing decisions are influenced by a variety of factors.	Determine points to consider in housing decisions (An)	Construct a list of guidelines for selecting housing. Consider the points discussed in class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Plan housing selection (S)	Work in groups to plan or select housing for a case study family. Explain housing selection.
	Appraise housing selection (E)	Evaluate each group's decision in class according to guidelines developed.

CONCEPT: Food for the Family--Social and Psychological Aspects

OVERALL OBJECTIVE: *Evaluate social and psychological influences of food on the family (E)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Significance of Food		
Food is important in different ways to different individuals.	Recognize the meaning of food (K)	Describe what food means to the following people: homemaker, head of the house, farmer, grocer, and yourself.
	Explain the need for food (C)	Explain why persons need food.
		Discuss the following questions: Has there ever been a time when you were served food you did not want to eat, but did? Why? Why do persons cook? Have you ever eaten food when you were not hungry? Why?
Eating Habits		
Eating habits are influenced by one's environment.	Explain uses of food (C)	Give examples of ways persons use food to express love, relieve tension, relieve boredom, express creativity.
		Describe eating habits of your family and friends. Make a class list.
	Summarize good and poor eating habits (C)	List good and poor eating habits.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate consequences of poor eating habits (Ap)	Work in groups to present illustrations depicting the consequences of poor eating habits.
	Analyze influence of eating habits (An)	Discuss such questions as: How will parents' eating habits affect their children's eating habits? How may parents encourage their children to eat a balanced diet? Is there a need for parents to eat a variety of foods? Why or why not?
Eating habits determine an individual's level of nutrition.	Analyze the effect of poor eating habits (An)	Read a case study of a person who has poor eating habits. Analyze how his poor eating habits may affect those around him. Describe a poor eating habit you have. Explain how you developed this eating habit. How will this poor eating habit affect your health? appearance? family? friends?
	Plan to change poor eating habits (S)	Make a plan to change a poor eating habit. Share plan with class.
Family Relationships		
Family relationships at mealtime are influenced by a variety of factors.	Give examples of family relationships at mealtime (C)	Give examples from television programs, movies, or stories of family relationships at mealtimes.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Predict influences on family relationships at mealtime (Ap)	Discuss the following questions: What may have influenced the family's mealtime relationships in the examples cited previously? Were there any family customs, routines, values or standards revealed? Explain.
	Analyze influences on family mealtimes (An)	Identify customs that your family observes at mealtime. What customs would you like to continue in your own family? What values and standards are revealed by your family's mealtimes? How are your family's mealtime routines affected by customs, values, and standards? How are the following influenced by customs, values, and standards: food preparation, type and form of food, service, and location of eating area?
Understanding factors affecting mealtimes contributes to setting goals for family meals.	Summarize ideal mealtime (S)	Describe what you would consider to be the ideal family mealtime. What roles do conversation, manners, and atmosphere play in creating your ideal mealtime? How could such an ideal be achieved? Share with class.
	Evaluate ideal mealtime (E)	Discuss: Is your ideal mealtime realistic? Why or why not? What values and standards influenced your ideal mealtime? What effect would your ideal mealtime have on family relationships?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
The acceptance of mealtime responsibility is influenced by changing roles.	Analyze family roles in feeding the family (An)	Determine who should be responsible for various aspects of family meals including planning, shopping, preparing, and cleaning: 1) young married couple--husband working, wife at home. 2) young married couple--husband going to school, wife working. 3) family with teen-ager--mother and father working. 4) family with teen-agers--mother not working, father working. 5) older couple--family grown, retired. Justify each answer.
Special Occasions		
Special occasions may be celebrated at mealtimes.	Identify special mealtime occasions (K)	View bulletin board of special occasions celebrated with a meal.
	Give examples of celebrations at mealtime (C)	Give examples of occasions your family or families you know celebrate with meals.
	Explain the significance of food in entertaining (C)	Give examples of ways food is used to entertain guests. What is the significance of food in entertaining? How do customs, values, and standards influence the selection of food for a party?

CONCEPTS: Food for the Family--Physical Aspects

OVERALL OBJECTIVE: *Analyze importance of balanced diet to family members (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Relationship to Health and Appearance		
Health and appearance are affected by an individual's diet.	Identify health and appearance problems of teen-agers (K)	Brainstorm to identify personal health and appearance problems of teen-agers. Include such problems as: tired and run down, overweight, underweight, skin problems, hair problems, thin fingernails, etc.
	Explain how health and appearance problems may be related to food habits (C)	Study resources to find ways to eliminate or decrease personal health and appearance problems of teen-agers. How may these problems be related to food habits?
	Show effects of poor nutrition (Ap)	Work in groups to develop presentations depicting health and appearance problems resulting from poor nutrition.
	Point out the importance of a balanced diet (An)	Discuss the following question: Why is it important to eat a balanced diet?
Food Requirements		
While the basic four food groups are necessary to everyone, each individual has his own specific needs.	Identify the components of a balanced diet (K)	View a bulletin board depicting the components of a balanced diet and the contributions of each to health and appearance.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain special food requirements for family members (C)	Explain the special food requirements for the following family members: infant, young child, adolescent, adult, and elderly.

CONCEPT: Food for the Family--Management and Consumer Aspects

OVERALL OBJECTIVE: *Propose a plan for managing family meals (S)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Menu Planning		
Planning menus contributes to a more balanced diet and to better budgeting.	List factors to consider in menu planning (K)	View a visual illustrating factors to consider in menu planning. Include such factors as: family composition, family resources, psychological factors, family likes and dislikes, and special diets.
	Explain the need for menu planning (C)	Determine the importance of each factor in menu planning.
	Prepare a menu for a given situation (Ap)	Work in groups to prepare a day's menu for a given family, considering all planning factors.
	Analyze menus (An)	Analyze each group's menu according to menu planning factors. Did the menu meet the nutritional needs of each family member?
Budgeting		
Balanced diets may be attained at varying budget levels.	Prepare a grocery shoping list (Ap)	Work in small groups to write a grocery list for given weekly menus for a family of four. Each menu should represent a different economic level.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Compute costs of shopping list (Ap)	Figure the cost of food for one week based on your shopping list. Use local grocery advertisements to determine prices.
	Analyze food budget (An)	Compare the total amount "spent" by each group. What was the difference in amount spent? Did all of the menus meet nutritive requirements? What food items increased costs? Which menus would take the most preparation time? As a class, study one of the more expensive menus. How may this food budget be decreased? Determine the value of the following considerations in reducing food costs: checking food advertisements, planning menus around specials, not buying impulsively, and making a shopping list.
Meals for Two		
Planning and preparing meals for two presents special management problems.	Identify problems in cooking for two (K)	View a bulletin board illustrating hints for preparing meals for two such as, dividing recipes, buying canned goods, managing leftovers and planovers.
	Explain when to divide recipes (C)	Give examples of appropriate times for dividing recipes.
	Show how to divide recipes (Ap)	Demonstrate how to divide recipes. Practice dividing given recipes.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Point out role of leftovers in meal planning (An)	Research to obtain information about leftovers. Discuss the following: What are planned leftovers? How should leftovers be stored? How can planned leftovers be helpful when cooking for two? How can planned leftovers save time and money?
	Write menus (S)	Work in groups to plan three days of menus for two people. Include planned leftovers.
	Plan the market order for meals (S)	Make out a market order for the three days of menus.
	Point out helpful practices when shopping for two (An)	Work in groups to develop "Hints for Shopping for Two."
Eating Away from Home		
When eating away from home, it is possible to obtain a balanced diet.	Identify places to eat away from home (K)	Brainstorm for places to eat away from home. The class list may include: school cafeteria and snack bars, restaurants, cafes, concession stands, drive-ins, picnics, friends' homes, vending machines, etc.
	Explain factors to consider when selecting a place to eat (C)	Discuss the following questions: How do you select a place to eat away from home? What are the factors you consider? Why are these factors important? What factors

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		should you consider when eating out in an unfamiliar town?
	Demonstrate ordering from a menu (Ap)	View a variety of menus found in public eating places. Practice ordering from a menu. Was your meal balanced? How might it be improved?
	Show how to select a balanced meal (Ap)	Work in groups to view menus from school snackbar, vending machines, local drive-ins, etc. Show ways you can select food for a balanced meal.

CONCEPT: Clothing the Family--Social and Psychological Aspects

OVERALL OBJECTIVE: *Analyze the social and psychological aspects of clothing selection (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Basic Need Gratification		
Clothing aids in the fulfillment of man's basic social and psychological needs.	Identify reasons for body covering (K)	View slide presentation of costumes through the ages. Discuss reasons man has used body coverings through the ages. Include: climatic conditions, individuality, decoration and ornamentation, and group identification.
	Identify basic needs (K)	Review the basic needs of man.
	Explain ways clothing satisfies basic needs (C)	Explain ways clothing illustrated in the slide presentation satisfied man's basic needs.
	Relate current fashions to the satisfaction of basic needs (Ap)	Collect pictures of current fashions. How are man's basic needs satisfied by today's fashions?
	Analyze current fashions (An)	Compare current fashions to historic costumes. How are they similar? different?
Expression of Self		
An individual's self concept is related to his clothing selection.	Identify influence of clothing on self-concept (K)	Role play situations in which one is not dressed appropriately. How may clothing affect one's self-concept?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Describe situations when you were not appropriately dressed. How did you feel?
	Give examples of ways self-concept affects dress (C)	Describe someone you know. Give examples of how his self-concept affects the way he dresses. How may clothing reflect what an individual thinks of himself?
Clothing may influence the wearer's behavior.	Explain ways clothing changes behavior (C)	Discuss the following questions: What are some ways clothing may be used as defense mechanisms? How may clothes enhance a "good" self-image? Cover up a "poor" self-image?
325 First impressions are partly created by an individual's appearance.	Define "first impression" (K)	View pictures or transparencies of persons dressed in various ways. Write your first impression of the people depicted in each picture. After looking at your statements, define "first impressions." (Save statements for future reference.)
	Explain "first impression" (C)	Explain what is meant by "first impressions." Are first impressions important? Why? Are first impressions always valid? Explain.
	Predict first impressions (Ap)	Discuss the dress of well-known persons. What kind of first impressions are they creating?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze first impressions (An)	Share your first impression of pictures viewed in class. Compare. What may have been the impression each person was trying to create? How may clothes convey an impression of what one is, does, and believes?
	Analyze personal dress (An)	Coordinating Experience: Analyze the way you dress. Look at yourself in relation to the image revealed by your clothing. What kind of first impression do you make? Is it desirable? Could it be improved? How?
Groups are often identified by similar dress.	Describe ways clothing identifies members of a group (K)	View flash cards of various types of dress. Write down the group to which the wearer of each may belong. Compare.
	Give examples of ways clothing characterizes group identification (C)	Give examples of ways clothing identifies groups in your school or community.
Clothing may reflect an individual's role in society.	Show how clothing reflects an individual's role in society (Ap)	Coordinating Experience: For FHA, produce a minute drama to illustrate how clothing reflects an individual's roles in society.
	Point out ways clothing reflects one's roles (An)	Point out ways clothing helps to communicate your role to others. How do clothes make changing from one role to another easier?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
An individual may express his personality through his clothing selection.	Identify personality traits (K)	Complete a self-analysis chart to identify your personality traits.
	Explain philosophies of dress (C)	Explain the Yin and Yang philosophy of dress. [This philosophy recommends light, soft colors with little contrasts for the Yin (gentle) type. Use dark, rich, vivid, and often contrasting colors for the Yang (striking, forceful, dignified) personality.] Coordinating Experience: Research to find other philosophies of dress such as, symbolism of color, psychological effects of color, and color selection based on the four seasons.
Clothing provides opportunities to express one's individuality.	Predict ways of expressing individuality through clothing (Ap)	Predict ways individuality may be expressed by clothing selection. How will one's selection contribute to social ease and comfort?
	Point out personality traits (An)	View television programs, movies, or read short stories to point out personality traits and characteristics displayed through clothing.
Clothing may convey one's emotions.	Explain ways clothing may convey emotional expression (C)	Discuss the following questions: How may clothes lift one's morale? Affect one's mood? Change one's behavior?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Clothing Values		
An individual may reflect his values through clothing selection.	Recognize ways clothing reflects values (K)	Name articles of clothing or accessories that reflect status or prestige in teen-age groups in your school. What are articles of clothing or accessories that reflect status or prestige for middle-aged adults? older adults? Describe ways clothing reflects one's values.
	Give examples of clothing values (C)	View pictures of various types of dress. Describe the values each type of dress may reflect. View illustrations of dress over the past decades. What national values are reflected?
Values may influence clothing choice.	Show how values influence dress (Ap)	Coordinating Experience: Answer the following questions: For whom do you dress, yourself, the opposite sex, or members of your own sex? Why? What values influence your dress? Coordinating Experience: Write your reaction to one of the following statements: "Clothes make the man." "You are a part of the scenery for other people." Explain.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Coordinating Experience: For FHA or community activity, present a fashion show of local merchants clothing goods. Discuss the social aspects of the various garments modeled.

CONCEPT: Clothing the Family--Physical Aspects

OVERALL OBJECTIVE: *Apply the physical aspects of dress to clothing selection (Ap)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Elements of Design		
Elements of design may be used to enhance an individual's physical characteristics.	Identify personal characteristics (K)	Complete a self-analysis chart to identify your physical characteristics and coloring.
	Identify elements of design (K)	View transparencies or films illustrating the elements of design.
	Give examples of ways the elements of design affect the figure (C)	Use a flannel board to give examples of ways elements of design affect the figure.
	Demonstrate the use of design elements (Ap)	Assemble illustrations of designs that stress your best characteristics or cover up undesirable ones. Explain.
		Draw a silhouette of one garment or costume which is suitable for you.
Fashion Trends		
Fashion trends express the current feelings and values of the times.	Define fad (K)	Define fad.
	Give examples of fads (C)	Bring examples of fads to class. Who starts a fad? Why? Who perpetuates a fad? Why?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Define fashion (K)	Define fashion.
Knowing the differences between fashions and fads contributes to wise clothing decisions.	Interpret differences between fashions and fads (C)	Work in groups to find examples of fashions and fads. Find examples from clothing illustrations of fashions and of fads for each family member.
	Predict current fashion trends (Ap)	Observe current fashion trends. Predict which ones may be fads and which ones may become fashions.
	Explain the effects of clothing on peer acceptance (C)	Discuss the following questions: What factors influence clothing selection? How do fads and fashions help you to be accepted by your peers? How does clothing develop a feeling of adequacy? How do fads and fashions repeat themselves? Give examples.

CONCEPT: Clothing the Family--Management and Consumer Aspects

OVERALL OBJECTIVE: *Plan wardrobes to meet the needs of family members (S)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Factors Influencing Clothing Requirements		
Climate, occupation, activities, community, and family life cycle influence clothing requirements.	Identify factors influencing clothing requirements (K)	View a bulletin board depicting factors which influence one's clothing requirements. Include: climate, work and activities, community, and family life cycle.
	Explain factors influencing clothing requirements (C)	Explain how these factors affect your clothing requirements.
Factors Influencing Clothing Decisions		
Factors influencing clothing decisions include resources, needs, wants, family composition, social aspects, life style, and care required.	Identify factors influencing clothing decisions (K)	Complete the following statement: When I am selecting clothing, I consider.... Make a class list of factors influencing clothing decisions. Include: resources, needs, wants, family composition, social aspects, life style, and care required.
	Identify resources and care required by clothing (K)	Identify the resources and care required of the following garments: permanent press shirt, double knit slacks, cotton blouse, nylon lingerie, wool suit, wool sweater, jersey knit dress, fake-fur vest, laminated party dress, and leather jacket.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain how factors influence clothing decisions (C)	Read case studies involving family clothing decisions. Explain how various factors influenced the family's clothing decisions.
Assembling a Workable Wardrobe		
Understanding the characteristics of a well-planned wardrobe will enable an individual to make better use of his clothing budget.	Define wardrobe (K)	Describe the meaning of wardrobe. Compare to the dictionary definition.
	Explain reasons for wardrobe planning (C)	React to the statement: "I don't have a thing to wear." Why may you not have a thing to wear? List reasons given. What are advantages of planning a wardrobe?
	Show significance of wardrobe planning (Ap)	Using a flannel board show the significance of wardrobe planning. Illustrate an unorganized wardrobe and a well-planned wardrobe.
	Identify the characteristics of a well-planned wardrobe (An)	Research to determine the characteristics of a well-planned wardrobe. List may include: sufficient garments for day to day needs; accessories for complete outfits; a basic color scheme; and attractive, becoming, comfortable, and appropriate garments.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Shopping for Clothing		
Understanding shopping practices contributes to wise clothing selection.	Relate buying practices to clothing selection (Ap)	Review buying practices. Relate them to clothing selection.
	Give examples of shopping experiences (C)	Relate good and bad experiences you or your friends have had while shopping for clothing.
	Demonstrate shopping practices (Ap)	Role play situations in which various shopping practices are demonstrated.
	Point out effective shopping practices (An)	Identify effective shopping practices by making a visual presentation. Relate these shopping practices to selecting clothing.
Knowledge of sources of clothing contributes to effective shopping practices.	Give examples of sources for clothing selection (C)	List the sources for clothing selection in your community. Include department stores, fabric stores, discount stores, and community distribution centers. Identify type of clothing each source offers. List advantages and disadvantages of each source. Consider factors which will influence clothing decisions.
Use of label information increases satisfaction with clothing purchases.	Explain labeling information (C)	Bring a collection of labels from ready-to-wear garments. List information found on labels. Explain how this information may aid you in selecting ready-to-wear garments. How may labeling be misleading?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Use labeling information in shopping for clothing (Ap)	Select an appropriate garment according to label information in a given problem solving situation.
Understanding standards of good fit contributes to satisfactory clothing selection.	Identify standards of good fit (K)	Research to find standards for good fit in garments. Include: key lines must be on grain; lines must conform to body structure; set of garment must be smooth; ease must be adequate; and garment must be balanced.
	Summarize factors influencing fit (C)	View models wearing examples of good and poor fits in both men's and women's fashions. Distinguish between the good and poor fit.
	Apply standards of good fit (Ap)	Coordinating Experience: Try on a garment you do not feel comfortable wearing. According to the standards of good fit, does the garment fit properly? How does the fit of the garment affect its use?
Ability to judge quality of clothing contributes to consumer satisfaction.	Identify quality features of clothing (K)	Visit a men's store and listen to manager or salesman identify quality features in garments.
	Explain the quality of clothing required in a given situation (C)	Determine the quality of garment needed in a given situation.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Determine shopping practices which contribute to wise clothing selection (An)	Work in groups to identify shopping practices which contribute to wise clothing selection. Include such points as: Make a shopping plan. Decide on requirements of the garment. Know where to buy. Compare prices and quality. Take your time when shopping. Take a trusted friend along to help judge garment. Be courteous. Be critical of sales pitches. Use ethical shopping practices.

CONCEPT: Relating Family Living to Career and Job Opportunities

OVERALL OBJECTIVE: *Point out the interrelationship of family living and employment (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Job and Career Opportunities		
Knowledge of job opportunities may contribute to one's ability to make satisfactory career decisions.	Name the classifications of labor (K)	Identify the general classifications of labor. Give examples of each. Which type of workers have the least amount of job security? Why?
	Identify employment opportunities for teen-agers (K)	View a slide presentation depicting a variety of entry level job opportunities for teen-agers which are related to family living. Consider such jobs as, baby-sitter, hospital aide, playground supervisor, camp counselor, receptionist, companion, and recreational leader.
	List semiprofessional and skilled job opportunities related to family living (K)	View pictures of semiprofessional and skilled employees on the job in family living related occupations. Include such jobs as: nursemaid, nursery school assistant, toy salesman, research assistant, teacher's aide, child care aide, and home health aide.
	Identify career opportunities in the field of family living (K)	View a filmstrip on careers related to family living. Describe occupations such as the following: pediatric nurse, teacher,

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		social worker, clergy, social psychologist, counselor, sociologist, and journalist. List places or sources of employment for each of the above jobs and careers. Listen to the school counselor discuss future job opportunities in the field of family living. How are job opportunities related to supply and demand?
Skills and Competencies Needed		
Understanding skills and competencies needed may enable one to make realistic career decisions.	Identify skills and competencies required for careers in family living (K)	View a bulletin board of cartoons depicting skills and competencies needed for a career in a family living related occupation. Include: ability to relate effectively to others, ability to accept responsibility, ethical behavior on the job, ability to use resources creatively, ability to manage effectively, and competence as a consumer.
	Explain the importance of of skills and competencies required for employment (C)	Give examples of ways each skill or competency is important for employment in any occupation.
	Demonstrate the need for skills and competencies in family living related occupations (Ap)	Work in groups to show the need for skills and competencies in family living related occupations by citing examples. Share with class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Educational Preparation		
Understanding occupational preparation required for careers may influence one's career goals.	Summarize employment opportunities for teen-agers (C)	Work in groups to explain entry level job opportunities for teen-agers. Identify the average pay, responsibilities, and benefits of each job. Locate possible businesses or organizations in your community that may need such employees. Summarize findings in an employment booklet or a card file.
	Explain preparation needed for employment in semi-professional and skilled occupations related to family living (C)	Interview persons who are employed in semi-professional and skilled occupations related to family living. Discuss the following: training needed, job requirements, and assets and limitations of each job. Add information to employment booklet or card file. Work in groups to explain the qualifications needed for employment in the previously discussed occupations related to family living. Complete an employment booklet or card file. Share with other classes in your school.
Knowledge of advancement opportunities may influence one's career decisions.	Show advancement opportunities in occupations related to family living	Make a chart illustrating the possibilities for advancement in each of the occupations discussed. Indicate education or training needed for advancement. When may retraining be necessary during one's lifetime?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Creativity and personal satisfaction derived from one's career contribute to career success.	Analyze the importance of creativity and/or personal satisfaction derived from career (C)	Point out ways educational preparation provides a means for creativity and/or personal satisfaction. How will you know when your career allows you to be creative and/or contributes to personal satisfaction? What may be your alternatives if your career does not provide these important factors for you? How may personal satisfaction with your job affect your job performance?
	Describe activities that offer creative or personally satisfying outlets (C)	Give examples of hobbies or volunteer activities related to family living which you consider to be creative or personally satisfying. How may these activities improve one's on the job skills and competencies?
Interrelationship of Employment and Home Life		
Understanding the interrelationship of employment and home life may contribute to effective decision-making.	Identify reasons women work (K)	Interview working mothers to find out reasons women work outside the home. Compile a list to determine reasons most frequently given such as: supplementary income, sole support of family, to be useful, to make a contribution through her skill or profession, to be happy, to avoid boredom and neurosis, a chance to dress up, a chance to get out of the house, to acquire status and independence.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain factors influencing employment decisions (C)	Brainstorm to identify factors influencing employment decisions. Who will care for dependents? What will be her working hours? What is the status of the employment? How much time will be spent in travel? Will additional training or education be needed? Explain the importance of each factor under consideration.
	Compute the interrelationship of employment and home life (Ap)	Prepare a questionnaire to identify the effects of employment on family life and the effects of family life on employment. Poll a variety of people in the community. Tally the results. Discuss.
	Analyze interrelationship of employment and home life (An)	Write a paper analyzing the interrelationship of employment and home life in a given situation.
The jobs or careers of family wage earners influence family life style.	Recognize the effect of careers on family living (K)	Interview persons representing a variety of careers to identify the effect of their careers on family living. What careers tend to contribute to family cohesiveness?
	Illustrate the influences of careers upon family life style (C)	Give examples of ways family life styles are affected by the careers of its members.
	Show how job satisfaction is related to basic psychological needs (Ap)	Relate job satisfaction to the gratification of basic psychological needs.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Dual Roles		
Understanding dual roles may contribute to maintenance of satisfactory family relationships and to making necessary personal and social adjustments.	Identify dual roles of family members (K)	Describe the roles assumed by each member of your family. Compare with classmates. What effect does a working mother have on the roles assumed by other family members? Are women the only family members that assume multiple roles?
	Explain factors that cause family members to accept dual roles (C)	Give examples of factors that cause family members to accept dual roles. Explain.
	Show ways family roles may be identified (Ap)	Determine ways for families to identify member's roles. Include the establishment of priorities, abilities, skills, personal preferences, resources, and time available. Discuss your suggestions with class.
	Analyze the effect of dual roles on family members (An)	Interview a mother who has begun to work recently. What changes has she made in her homemaking practices? Report to class. Interview husbands and children of working mothers to determine ways their lives have changed since the mother became employed. Compile a list of findings. Discuss in class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Decisions regarding child care may be needed when the mother decides to work.	Explain factors to consider for the care of children (C)	View a visual aid illustrating factors to consider regarding the care of children when accepting a dual role. What are the main points to consider when selecting child care facilities? How may a mother maintain meaningful relationships with her child while working? Could her working harm the child in any way?
New management techniques may be needed in home care and meal planning when a woman begins working.	Summarize management tips for home care and meal planning (C)	Write a case study of a working woman. Include a time schedule for managing home maintenance and planning meals. Present to class. Discuss: How is the working woman's time, energy, and money used most effectively? How may the time schedule be improved? What are some meal planning ideas that would save her time and energy? What roles do family members play in home maintenance and meal planning?
Clothing needs are influenced by the roles one plays.	Summarize the need for appropriate dress when assuming a variety of roles (C)	Discuss the following questions: How may assuming dual roles affect the clothing needs of family members? Why do a variety of roles increase the number of clothes needed? What special budget considerations must be made for increased clothing needs?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Knowledge of factors to consider may aid a woman in deciding whether she should work.	Point out factors for a woman to consider before assuming a dual role (An)	Work in groups to write a "Dear Abby" column with letters written by women who are assuming dual roles or who are considering assuming dual roles and answers to the letters. Be sure to include situations in which the following questions are answered: Why may working women need to re-evaluate their values, goals, and standards? How may family values, goals, and standards influence a mother's decision to work? How may family values, goals, and standards be altered by a working mother? How may use of available resources need to be reassessed? Why does a working woman especially need to identify her needs and wants? How do dual roles affect goal achievements? How may family members help solve management problems caused by dual roles? Who should manage family earnings? How? Discuss the following questions: What are some ways cooperation among family members may be achieved? Why is this important? Do some roles have more status than others? Can the status of roles be changed? How? Does the acceptance of dual roles by family members affect the maintenance of satisfactory family relationships? How? Why? What individual and social adjustments must be made when accepting dual roles? What

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		is the relationship of personal adjustment to the maintenance of satisfactory family relationships? How may an individual achieve self-actualization through acceptance of a dual role?

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Anatomy of a Teen-age Courtship. Chicago, Illinois: Coronet Instructional Films, 2nd ed. (24 1/2 min. Order from: Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601. B/W $146.25, Color $292.50; rental, Visual Aids Service, University of Illinois, 704 South Sixth, Champaign, IL 61822)

Anatomy of a Teen-age Engagement. Chicago, Illinois: Coronet Instructional Films, 2nd ed. (24 1/2 min. Order from: Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601, B/W $146.25, Color $292.50; rental, Visual Aids Service, University of Illinois, 704 South Sixth, Champaign, IL 61822)

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Handling Marital Conflicts. New York, New York: McGraw-Hill, 1965. (Color or B/W, 14 min. Order from: Educational Media Services, Brigham Young University, 290 Herald R. Clark Building, Provo, UT 84601, rental, color $11.50; B/W $9.00)

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Right or Wrong? Chicago, Illinois: Coronet Instructional Films, n.d. (11 min. Order from: Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601, B/W $65.00, Color $130.00; rental, Visual Aids Service, University of Illinois, 704 South Sixth, Champaign, IL 61822)

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What About Sex? Chicago, Illinois: Nett-Lind Productions, n.d. (B/W, 24 1/2 min. Order from: Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601, $146.25; rental, Visual Aids Service, University of Illinois, 704 South Sixth, Champaign, IL 61822)

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Your Job: Applying for It. Chicago, Illinois: Coronet Instructional Films, n.d. (13 1/2 min. Order from: Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601, B/W $81.25, Color $162.50; rental, Visual Aids Service, University of Illinois, 704 South Sixth, Champaign, IL 61822)

Your Job: Finding the Right One. Chicago, Illinois: Coronet Instructional Films, 2nd ed. (13 1/2 min. Order from: Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601, B/W $81.25, Color $162.50; rental, Visual Aids Service, University of Illinois, 704 South Sixth, Champaign, IL 61822)

Your Job: Fitting In. Chicago, Illinois: Coronet Instructional Films, 2nd ed. (16 min. Order from: Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601, B/W $97.50, Color $195.00; rental, Visual Aids Service, University of Illinois, 704 South Sixth, Champaign, IL 61822)

Your Job: Getting Ahead. Chicago, Illinois: Coronet Instructional Films, n.d. (16 min. Order from: Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601, B/W $97.50, Color $195.00; rental, Visual Aids Service, University of Illinois, 704 South Sixth, Champaign, IL 61822)

Your Job: Good Work Habits. Chicago, Illinois: Coronet Instructional Films, n.d. (13 1/2 min. Order from: Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601, B/W $81.25, Color $162.50; rental, Visual Aids Service, University of Illinois, 704 South Sixth, Champaign, IL 61822)

Your Job: You and Your Boss. Chicago, Illinois: Coronet Instructional Films n.d. (16 min. Order from: Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601, B/W $97.50, Color $195.00; rental, Visual Aids Service, University of Illinois, 704 South Sixth, Champaign, IL 61822)

FILMSTRIPS

A New Look at Careers in Home Economics. Pleasantville, New York: Guidance Associates, n.d. (1 part, color, 12 min. Order from: Guidance Associates, Pleasantville, NY 10570, with record $18.00, with cassett $20.00)

And They Lived Happily Ever After? Understanding Teenage Marriage. Pleasantville, New York: Guidance Associates, 1968. (2 parts, color, part one--19 min., part two--21 min. Order from: Guidance Associates, Pleasantville, NY 10570, with records $35.00, with cassettes $39.00)

Becoming a Man. Pleasantville, New York: Guidance Associates, 1969. (2 parts, color. Order from: Guidance Associates, Pleasantville, NY 10570, with records $40.00, with cassettes $44.00)

Becoming a Woman. Pleasantville, New York: Guidance Associates, 1969. (2 parts, color. Order from: Guidance Associates, Pleasantville, NY 10570, with records $40.00, with cassettes $44.00)

Dare to be Different. Pleasantville, New York: Guidance Associates, 1969. (2 parts, color, 15 min. each. Order from: Guidance Associates, Pleasantville, NY 10570, with records $40.00, with cassettes $44.00)

Careers in Home Economics. Washington, D.C.: American Home Economics Association, 1969. (Order from: American Home Economics Association, 1600 20th Street, N.W., Washington, D.C. 20009, $12.50)

Dropping Out: Road to Nowhere: Pleasantville, New York: Guidance Associates, 1966. (2 parts, color, 12 min. each. Order from: Guidance Associates, Pleasantville, NY 10570, with records $35.00, with cassettes $39.00)

Everything But.... Pleasantville, New York: Guidance Associates, 1969. (2 parts, color, part one--16 min., part two--13 min. Order from: Guidance Associates, Pleasantville, NY 10570, with records $40.00, with cassettes $44.00)

Exploring Moral Values. Pleasantville, New York: Warren A. Schloat Productions, Inc., n.d. (15 filmstrips, 1 record, color. Order from: Warren Schloat Productions, Inc., Pleasantville, NY 10570, $90.00)

Four Who Quit. Pleasantville, New York: Guidance Associates, 1969. (2 parts, color, part one--9 min., part two--15 min. Order from: Guidance Associates, Pleasantville, NY 10570, with records $35.00, with cassettes $39.00)

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Preparing for the World of Work. Pleasantville, New York: Guidance Associates, n.d. (2 parts, color, part one--12 min., part two--16 min. Order from: Guidance Associates, Pleasantville, NY 10570, with records $35.00, with cassettes $39.00)

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PERIODICALS

Coed/Forecast. (Order from: Scholastic Magazines, Inc., 50 W. 44th Street, New York, NY 10036, 10/yr. $2.40)

The Family Coordinator. (Order from: National Counsel on Family Relations, 1219 University Avenue, S. E., Minneapolis, MN 55414, quarterly, membership, non-member's $10.00)

Family Life. (Order from: American Institute of Family Relations, 5287 Sunset Boulevard, Los Angeles, CA 90027, monthly, $2.00)

Illinois Teacher. (Order from: Illinois Teacher, 342 Education Building, University of Illinois, Urbana, IL 61801, bi-monthly, $5.00)

Ingenue. (Order from: Dell Publishing Company, 750 3rd Avenue, New York, NY 10017, monthly, $4.00)

Journal of Marriage and the Family. (Order from: National Council on Family Relations, 1219 University Avenue, S. E., Minneapolis, MN 55414, quarterly, membership)

Penney's Forum. (Distributed by Managers of J.C. Penney Stores, bi-yearly, free)

Seventeen. (Order from: Seventeen Subscriptions Department, Radnor, PA 19008, monthly, $6.00)

Teen Times. (Order from: Future Homemakers of America, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036, issued 5 times a year, $2.00)

Tips and Topics. (Order from: Tips and Topics, College of Home Economics, Texas Tech University, Box 4170, Lubbock, TX 79409, quarterly, $3.00)

PLAYS

The Daily Special. New York, New York: National Association for Mental Health. (25 min. 2 boys, 1 girl. Order from: Mental Health Materials Center, 419 Park Avenue South, New York, NY 10016)

The In and Outs. New York, New York: National Association for Mental Health. (Order from: Mental Health Materials Center, 419 Park Avenue South, New York, NY 10016, $1.00)

Plays for Living. New York, New York: Family Service Association of America. (Order from: Attn. Miss Linda Buskin, Plays for Living, Family Service Association of America, 44 E. 23rd Street, New York, NY 10010)

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Squirms. Downers Grove, Illinois: Drama Service, Arthur Meriweather, Inc. (Order from: Drama Service, Arthur Meriweather, Inc., Downers Grove, IL 60515, $5.00 for 6 cans; $1.00 for a single can)

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3 M Company. Attributes of Character, 23 transparencies, 15-0868-8; The Rational Decision-Making Process, 20 transparencies, 15-3525-1; Values and Goals, 23 transparencies, 15-3522-8. (Order from: Visual Products Division, 3 M Company, Box 3100A, St. Paul, MN 55101, $35.00 each set)

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NOTE: REFERENCES RELATED TO CHILD DEVELOPMENT, FOOD AND NUTRITION, CLOTHING AND TEXTILES, HOUSING AND HOME FURNISHINGS, AND HOME MANAGEMENT WILL BE FOUND IN REFERENCE LISTS FOR EACH OF THOSE AREAS.